DOCUMENT RESUME

ED 229 430 TM 830 331

AUTHOR Knox, Douglas R., Comp.; And Others
TITLE Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
INSTITUTION National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE 82
CONTRACT 400-80-0040
NOTE 68p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS American Indian Languages; *American Indians; *Bilingual Education Programs; Elementary Secondary Education; Instructional Materials; *Program Evaluation; Program Improvement; Resource Materials

ABSTRACT

This annotated listing cites guides, journal articles, research reports, reference materials, and conference papers and proceedings on evaluating bilingual education programs for American Indians. Items cited were published between 1969-81. The listing is the latest in a series of bibliographies derived from a computerized database, Bilingual Education Bibliographic Abstracts. While the 72 citations deal with evaluating materials, fewer citations pertain to program evaluation directly than to materials. Each entry contains an abstract describing the contents of the material. Both a title and an author index are included. (Author/PN)

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EVALUATING AMERICAN INDIAN BILINGUAL EDUCATION PROGRAMS: A TOPICAL BIBLIOGRAPHY

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
1555 Wilson Boulevard, Suite 605, Rosslyn, Virginia 22209

EVALUATING AMERICAN INDIAN BILINGUAL EDUCATION PROGRAMS: A TOPICAL BIBLIOGRAPHY

Compiled by

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This document is published by InterAmerica Research Associates, Inc., pursuant to contract NIE 400-80-0040 to operate the National Clearinghouse for Bilingual Education. The National Clearinghouse for Bilingual Education is jointly funded by the National Institute of Education and the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters; the views expressed in this publication do not necessarily reflect the views of the sponsoring agencies.

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First printing 1982
Printed in USA

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INTRODUCTION

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography is the latest in a series of bibliographies derived from a computerized database, Bilingual Education Bibliographic Abstracts (search label BEBA). The database currently includes over 10,000 bibliographic records and is updated monthly. This unique file on bilingual bicultural education also includes related topics, such as linguistics, second language instruction, culture, and ethnicity. BEBA is produced by the National Clearinghouse for Bilingual Education (NCBE), an information center that is operated by InterAmerica Research Associates, Inc., under a contract from the Office of Bilingual Education and Minority Languages Affairs and the National Institute of Education.

This bibliography was compiled to provide access to some of the latest resources, materials, research, and developments in the field. It is a collection of 72 entries indexed through Bibliographic Retrieval Services (BRS) search facilities. The citations appear exactly as they were entered in BEBA. The reader will notice that many of the citations deal with evaluating materials. These citations are included because appropriate materials are essential to realizing program goals.

Fewer citations pertain to program evaluation directly than to materials. There are several reasons for this: relatively few bilingual programs for American Indians, a general scarcity of research involving American Indian bilingual education programs, etc. Research and evaluation go hand-in-hand and help build local capacity in developing and improving local bilingual education programs.

Each entry contains a thorough abstract describing the contents of the material. Every effort has been made to provide complete information on the availability of each document represented by these entries. For journal articles, information is located in the Source Field, labeled SO in the key on the following pages. For most research reports, government reports, and other types of documents, availability is indicated in the field labeled AV. The source journal or availability address, not the Clearinghouse, should be contacted for further information.

The American Indian Bilingual Education Center (AIBEC) has provided continuing support and cooperation in the compilation of this bibliography.

BEBA SAMPLE RECORD

Accession Number	AN	002457
Title	TI	Implications for U.S. Bilingual Education: Evidence from Canadian Research
Series Statement	SE	Focus, No. 2 (series)
Publication Date	YR	(month/year) Feb80
Author(s)	AU	Tucker, G. Richard
Originating Institution or Corporate Source	IN	National Clearinghouse for Bilingual Education, Arlington, VA (BBB15933)
Sponsoring Agency	SN	InterAmerica Research Associates, Rosslyn, VA (BBB16270)
Geographic Source	GS	U.S.; Virginia
Issue (C=Curricular; N=Noncurricular; J=Journal)	IS	N
Publication Type Code	PT	150; 120
Availability	AV	National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (free)
Descriptive Notes	NT	(4) p. Paper presented at the Annual National Title VII Bilingual Education Management Institute (Third, Washington, D.C., November 4-8, 1979).
Subject Descriptors (from Thesaurus of ERIC Descriptors) (*denotes major descriptors)	DE	*Bilingual Education; Elementary Education; Educational Research; *Program Effectiveness; *Immersion Programs; *Second Language Learning; Language Programs; *Native Language Instruction; *Language of Instruction; French; Socioeconomic Status
Subject Identifiers	ID	Canada
Subject/Target Language Code	LC	A.1.1; A.2.2.2
Abstract	AB	This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States..
Date Processed	DT	800623
Copyright Status (Y=yes; N=no)	CP	N

****

ERIC Accession Number	ER	Additional data elements not shown in this sample record.
Grant, Contract, Project, and/or Report Number	NO	
Source Journal Citation	SO	
Government Level (official documents)	GV	

AN 000002
TI Social Indicators of Equality for Minorities and Women: A Report of the United States Commission on Civil Rights.
YR (month/year) Aug78
AU Tipps, Havens; Zimbler, Linda
IN Commission on Civil Rights, Washington, D.C. (FGK17883)
IS N
AV U.S. Commission on Civil Rights, 1121 Vermont Avenue, Washington, District of Columbia 20425
NT vii, 136 p.
DE *Equal Education; *Equal Opportunities (Jobs); *Housing Opportunities; Income; Socioeconomic Status; *Minority Groups; *Females; *Social Indicators; Academic Achievement; Statistical Data; Mexican Americans; Japanese Americans; Chinese Americans; Filipino Americans; Occupational Mobility; Economic Disadvantagement; Social Discrimination; American Indians; Alaska Natives; Blacks; Puerto Ricans
AB Statistical measures are used to evaluate the United States' progress toward equality for minority groups and women. The following concerns are addressed: (1) education, (2) unemployment and occupations, (3) income and poverty, and (4) housing. Specific minorities examined include American Indians and Alaskan natives, Blacks, Mexican Americans, Japanese Americans, Chinese Americans, Pilipino Americans, and Puerto Ricans. The index of dissimilarity, ratios, direct standardization, and multiple regression are the statistical tools used to compare existing census data. Three points in time -- 1960, 1970, and 1976 -- constitute the time series for the study of equality trends. Findings show that minorities and women (1) are more likely to be behind in school, educationally overqualified for their work, and earning less than their male majority counterparts; (2) are more likely to be unemployed, to have less prestigious occupations, and to be concentrated in different occupations than majority males; (3) have less per capita household income, lower earnings, smaller annual increases in earnings, and a greater likelihood of poverty; and (4) are more likely to live in central cities than the suburbs, to live in overcrowded conditions, and to spend more than a quarter of their family income on rent. Recommendations relating to further study of the report's implications and reform of the Federal statistical system's deficiencies are presented. Extensive supporting statistics are provided in tabular and graphic form. Appendixes present census occupational data, a regression technique for the income equity indicator, data file composition and sampling information, operational definitions of the social indicators, and examples of the computer programs used in the report. (DS)
DT 121578
CP N

AN 000004
TI Spanish/English and Native American/English Bibliography: A Guide to the Holdings of the SW-BETRC Resource Materials Bank.
YR (month/year) Sep77
AU Gonzales, Joe R., comp.
IN Southwest Bilingual Education Training Resource Center, Albuquerque, N. Mex. (BBB14608)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO G G007604664; P 403 GH60033
IS N
AV Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque, New Mexico 87131

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NT 99 p.
Cover title: Spanish and Native American Bibliography.
DE *Bilingual Education; Spanish Speaking; *American Indian Languages; *Annotated Bibliographies; *Educational Resources; *Spanish; Instructional Materials; Elementary Secondary Education; Adult Education; *English (Second Language); Testing; Language Tests; Early Childhood Education; American Indians; Mexican Americans; Cultural Education; Directories
LC A.2.5; L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0; U.0
AB This annotated bibliography, an updated list of representative resources on bilingual bicultural education, is designed to be of use to States in the Southwest and to others serving populations which have English, Spanish, and Native American language components in their bilingual programs. Most entries date since 1970, although certain items are included solely for their educational and cultural historical value. Sections include: (1) an annotated educational and cultural bibliography of Mexican-American professional resources arranged by author's surname; (2) a list of local and commercially developed classroom and instructional materials which incorporates the level for which the material is intended and publisher information; (3) an annotated list of Native American professional resources and a list of print and nonprint materials for the classroom; (4) an annotated bibliography of Spanish/English bilingual bicultural evaluation instruments for the secondary level; (5) a distributor list of testing and evaluation instruments; (6) a list of selected bibliographies on early childhood education, bilingual education programs, evaluation, migrant education, and parent-community involvement; (7) a list of ERIC sources related to bilingual bicultural education; and (8) a list of distributors of bilingual materials, with addresses, catalog titles, areas of interest, and types of materials available. (DS)
DT 121878
CP N

AN 000075
TI Cartel: Annotations and Analyses of Bilingual Multicultural Materials; Fall 1976, Vol. IV, No. 1.
YR (month/year) 76
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS N
AV National Dissemination and Assessment Center, 7703 North Lamar Blvd., Austin, Texas 78752 (ISBN 0-89417-115-1; $1.75)
NT ix, 46 p.
DE *Annotated Bibliographies; *Resource Materials; *Instructional Materials; American Indian Languages; *Cultural Education; Bibliographies; Classroom Materials; Early Childhood Education; English (Second Language); Mathematics; Navajo; Teacher Education; Social Studies; Spanish; Second Languages; Language Arts; Vocational Education; Textbook Evaluation; Literature Reviews; Curriculum Evaluation; American Indians
LC A.2.5.2; A.2.5.6; L.1; R.3
AB This compilation is intended for educators, librarians, and others interested in materials for bilingual and/or multicultural education. The annotation section attempts to inform rather than recommend; the analyses section reflects systematic evaluation of curricular materials with potential wide use in bilingual education. The annotations are arranged into the following categories: (1) bibliographies, (2)

classroom resource, (3) early childhood, (4) English as a second language, (5) mathematics, (6) Navajo curriculum materials, (7) professional readings and resources, (8) social studies, (9) Spanish as a second language, (10) Spanish language arts, (11) supplementary reading, and (12) vocational education. Entries within the two sections are arranged alphabetically by title. Annotations include title, author, publisher information, publication date, pagination, language(s) used, intended audience or level, and a descriptive statement. (JS)
DT 020579
CP N

AN 000897
TI CARTEL: Annotations of Bilingual Multicultural Materials, with Cumulative Indexes for Volume IV. Vol. IV, No. 3.
YR (month/year) Nov78
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS N
AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, Texas 78752 (ISBN 0-89417-301-4)
NT xvii, 120 p.
DE *Annotated Bibliographies; *Bilingual Education; *Resource Materials; *Instructional Materials; Career Education; American Indian Languages; Early Childhood Education; English (Second Language); Fine Arts; Mathematics; Choctaw; Teacher Education; Navajo; Sciences; Health; Social Studies; Spanish; Language Arts; Second Languages; Supplementary Reading Materials; Vocational Education; Textbooks; American Indians; Literature Reviews; Curriculum Evaluation; Multicultural Textbooks
LC A.2.5.2; A.2.5.6; R.3.3; M.2.5; A.2.5
AB This compilation is intended for educators, librarians, and others interested in materials for bilingual multicultural education. The materials are arranged into the following categories: assessment and evaluation, bibliographies, career education, Choctaw materials, classroom resources, early childhood, Navajo materials, periodicals, professional readings and resources: teacher education, science and health, social studies, Spanish as a second language, Spanish language arts, and supplementary reading. Entries are arranged alphabetically by title. Annotations, which attempt to inform rather than recommend, include the title, author, publisher information, publication date, pagination, language(s) used, intended audience or level, and a descriptive statement. Included are two cumulative indexes for volume IV: a title index to annotations and a title index to analyses, authors, subjects, and publishers/distributors. (JB)
DT 790709
CP N

AN 001050
TI Multicultural Teaching: A Handbook of Activities, Information, and Resources.
YR (month/year) 79
AU Tiedt, Pamela L.; Tiedt, Iris M.
IS N
AV Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (ISBN 0-205-06445-0)
NT 353 p.

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DE *Multicultural Education; Cross Cultural Studies; Cultural Awareness; *Teaching Methods; Teaching Guides; Classroom Techniques; *Class Activities; Bilingual Education; Bilingualism; Biculturalism; Instructional Aids; *Educational Resources; Dialects; *Resource Guides; *Resource Materials; Spanish Speaking; American Indians; Jews; Blacks; Chinese Americans; Ethnic Groups; Learning Activities

ID Chicanos

LC A.2.5; D.1

AB Activities, information, and resources enabling teachers to promote understanding in the classroom through varied learning experiences focusing on language and culture are presented in this book. Emphasis is on developing understanding about ethnic groups within the U.S.; for example, Black Americans, Jewish Americans, Chicanos, Native Americans, and Chinese Americans. The first chapter summarizes information on terms, relevant legislation, and the development of thinking in the field. Classroom activities dealing with the development of the child's self-esteem, language, and intergroup relations are presented. Two additional features are a section on creating and teaching with a multicultural calendar and a learning module for promoting understanding of Chinese Americans. A listing of resources for multilingual multicultural approaches to teaching includes journals and newsletters, free and inexpensive materials, books published abroad, materials related to ethnic groups, and a directory of organizations and publishers. Appended are: (1) "A Linguistic Evaluation of Bilingual Education Programs," by P. Tiedt; (2) "Handling Dialects in the Classroom," by the National Council of Teachers of English, and (3) an index. (JB)

DT 790716

CP Y

AN 001166

TI American Indian Bilingual Education.

YR (month/year) Apr78

AU Spolsky, Bernard

IS N

AV Not available separately; see BE001155

NT p. 332-361.

DE *American Indians; *American Indian Languages; American Indian Culture; *Bilingual Education; Alaska Natives; *Models; *Program Descriptions; *Programs; Eskimo Aleut Languages; Cherokee; Choctaw; Cree; Navajo; Papago; Pomo; Athapascan Languages; Ojibwa; Demonstration Programs

ID Aleut; Yupik; Inupiat; Haida; Tlingit; Gwich'in; Cheyenne; Crow; Keres; Sioux; Siberian Yupik; Miccosukee; Passamaquoddy; Seminole; Tewa; Ute; Winnebago; Potawatomi; Oneida; Menomini

LC L.1.2; L.1.1.2; L.1.1.1; L.1.1.1.1; R.1; R.2; A.3.8; M.1.3; N.3.1; Q.1; N.3.3.2; M.2.3; M.1.9; M.2.2; S.2.2; S.1.7; N.3.4; M.1.8; N.2.3; M.1.6; N.2.1; M.2.5; M.1.4; R.3.3; S.1.4; P.3; M.1.5

AB Current trends in American Indian bilingual education are identified by applying a descriptive model to selected bilingual programs. Each of the programs is briefly described. By emphasizing interactions among psychological, sociological, political, religious, cultural, and linguistic factors, the model shows that educational concerns may be relatively insignificant in deciding for or against the establishment of an educational program and in evaluating that program. It is concluded that if a common denominator exists among bilingual programs, it is in the use of language-related activities and arguments to support the integration of the school into the Indian community, leading to a

continuity of language, people, values, and culture. Graphs illustrating the model are also included. (SH)
DT 790718
CP Y

AN 001177
TI Drug Abuse Prevention Films: A Multicultural Film Catalog.
YR (month/year) 78
IN Center for Multicultural Awareness, Arlington, Va.
SN National Institute on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development. (BBB14648)
NO C 271-77-4523; P (ADM) 79-791
IS N
AV Alcohol, Drug Abuse, and Mental Health Administration, Printing and Publications Management Branch, 5600 Fishers Lane (Rm. 6C-02), Rockville, MD 20857
NT viii, 52 p.
DE *Minority Groups; Ethnic Groups; American Indians; Mexican Americans; Blacks; Puerto Ricans; Asian Americans; *Drug Abuse; *Drug Education; *Filmographies; *Films; Cross Cultural Studies; Values; Social Influences; Delinquency Prevention; Parent Education; Counselor Training; Catalogs
LC A.2.5.2; A.2.5.4; A.2.5
AB This film catalog provides an annotated list of films which can be used by drug programs, community centers, schools, libraries, and other organizations concerned about the primary prevention of drug abuse within the following minority groups: Asians and Pacific Islanders, Blacks, Mexican Americans, Puerto Ricans, and Native Americans. To be included, a film must have members of one or more of these minority groups as its central characters. It must also fit one or more of the four categories of primary drug abuse prevention: information, education, alternatives, and intervention. In addition to providing drug information, the films focus on building personal strengths and abilities, providing ways to cope with problems, and clarifying values. All films which were viewed before inclusion in the catalog have been rated as either highly recommended or recommended. Arrangement of the entries is by subject; i.e., according to the five minority groups or according to the following headings: (1) multicultural, (2) films in Spanish, (3) drugs, (4) personal values, (5) cultural values, (6) cross cultural, (7) life skills, (8) alternatives, (9) parent education, and (10) staff training. Individual entries contain the film's title, medium (mm), length in minutes, price, intended audience, and a brief description. Other sections list titles of films viewed but not selected for inclusion in the catalog, additional sources of film reviews and evaluations, and names and addresses of distributors. A title index is provided. (SH)
DT 790718
CP N

AN 001179
TI Indian Education Confronts the Seventies, Volume II: Theoretical Considerations in Indian Education.
YR (month/year) 74
AU Clifford, Gerald M.; Smith, Clodius; Heath, Robert W.; Nielson, Mark A.; Sorensen, Philip H.; Sharpes, Donald; Orr, Paul G.; Deloria, Vine, Jr.,

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ed.
IN American Indian Resource Associates, Oglala, S. Dak. (BBB12230); Navajo Community Coll., Tsaile, Ariz. (BBB12229)
SN Office of Education (DHEW), Washington, D.C. Office of Indian Education. (BBB04990)
NO C OE-0-73-7094
GS U.S.; South Dakota
IS N
LG English
PT 120; 020
AV Office of Indian Education, 400 Maryland Avenue, SW, Washington, D.C. 20202
NT 194 p.
For volumes I, III-V, see RE001178 and 1180-1182.
DE Community Control; *Tribal Sovereignty; Models; *American Indians; *Educational Planning; *American Indian Culture; Vocational Education; Testing; Student Evaluation; *Early Childhood Education; Curriculum Development; Curriculum Design; Federal Indian Relationship; *American Indian Education; Labor Force Development; Labor Force Needs; Technical Education; Opinion Papers
ID *Indian Education Act Title IV; IEA Title IV
AB This second volume in a five-volume series on Indian education contains six position papers on theoretical issues. The first paper, "The Theory of Indian Controlled Schools," by G.M. Clifford, contends that Indian control of education is not merely a matter of political feasibility but forms the basis of a cultural renewal process in which the problems of contemporary identity and purpose are resolved. C. Smith, in "A Theory of Vocational-Technical Career Education," recommends relating vocational training models for the Indian community to developments in non-Indian areas of the United States as well as in Indian communities. "Testing, Evaluation and The Indian Education Act of 1972," by R.W. Heath and M.A. Nielson, contends that testing and evaluation is still in the formative stage due to recent developments in understanding the role that culture plays in determining an individual's outlook. P. Sorenson, in "Early Childhood Education Program Models for Indian Communities," discusses the evaluation of various models of early childhood education programs. "New Curriculum Design for Native American Schools," by D. Sharpes, emphasizes the relationship of tribal history, culture, and traditions to the Indian community and contemporary world. P.G. Orr, in "Perspective on Manpower Planning," looks at the diverse manpower needs of the Indian community and suggests that the role of manpower be redefined. (SH)
DT 800502
CP N

AN 001233
ER ED086429
TI Cartel: Annotated Bibliography of Bilingual Bicultural Materials, No. 12. Cumulative Issue, 1973.
YR (month/year) Dec73
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS N
AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, Texas 78752 ($3.70); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($10.78, microfiche $0.76, ED086429)

NT vi, 207 p.
DE *American Indian Languages; *Annotated Bibliographies; Chinese; Cultural Awareness; Curriculum Guides; Educational Resources; English (Second Language); *Instructional Materials; Mexican Americans; Portuguese; Puerto Rican Culture; Russian; *Spanish Speaking; Audiovisual Aids; Elementary Secondary Education; Adult Education; *Resource Materials; *Spanish; Learning Activities; Chamorro; Choctaw; Cherokee; Parent Participation; Community Involvement; Reference Materials; Mathematics; Sciences; Second Language Learning; Language Arts; Navajo; Early Childhood Education; Measurement Instruments; Driver Education; Social Studies
LC A.2.5; D.1; A.2.5.4; A.2.5.2; A.4.8; A.2.2; A.2.4; N.2.1; M.2.5; K.3.6; R.3.3
AB Approximately 400 books, curriculum guides, journals, and educational resource materials published between 1967 and 1973 are listed in this annotated bibliography of bilingual bicultural materials. All materials listed are available in the United States or its territories and relate to Title VII or other bilingual bicultural programs. Entries are grouped under the following subject headings: (1) "American Indian Cultures -- General"; (2) "Arts and Crafts"; (3) "Audiovisual Materials"; (4) "Chamorro Language and Culture"; (5) "Cherokee Language and Culture"; (6) "Chinese Language and Culture"; (7) "Choctaw Language and Culture"; (8) "Driver Education"; (9) "Early Learning"; (10) "English as a Second Language"; (11) "Evaluation Instruments"; (12) "French Language and Culture"; (13) "Hispanic Cultures"; (14) "Library Books"; (15) "Mathematics"; (16) "Mexico and Mexican American Culture"; (17) "Music, Games, and Dances"; (18) "Navajo Language and Culture"; (19) "Parental and Community Involvement"; (20) "Portuguese Language and Culture"; (21) "Professional Reading"; (22) "Puerto Rico and Puerto Rican Culture"; (23) "Reference Books and Bibliographies"; (24) "Resource Materials"; (25) "Russian Language and Culture"; (26) "Science"; (27) "Social Studies"; (28) "Spanish as a Second Language"; and (29) "Spanish Language Arts." A typical annotation includes the following: title, author or developing agency, name and address of the publisher, publication date, number of pages, language(s) used, intended audience or level, and descriptive statement. Title, author, and subject indexes are provided. Publishers and distributors are listed alphabetically at the end of the document. (DS)
DT 790927
CP N

AN 001263
TI ESEA Title VII Bilingual Education: Final Report, 1977-1978.
YR (month/year) [78]
IN Federation Bilingual Training Resource Center, Denton, Tex.
SN Federation of North Texas Area Universities. (BBB11915)
IS N
AV Federation Bilingual Training Resource Center, P.O. Box 23778, Denton, Texas 76204
NT 189 p.
Cover title: Federation Bilingual Training Resource Center: Final Report, 1977-1978.
DE *Annual Reports; *Educational Programs; *Bilingual Education; Educational Trends; Measurement Instruments; Parent Participation; Spanish Speaking; American Indians; Vietnamese; Needs Assessment; Objectives; Bilingual Teachers; Teacher Education; *Information Services
ID LESA; Limited English Speaking Ability; ESEA Title VII; Elementary

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Secondary Education Act Title VII; *Federation Bilingual Training Resource Center; Texas; Oklahoma

AB The Federation Bilingual Training Resource Center (FBTRC), which is a member of the National Network of Bilingual Education Support Centers, is committed to the improvement of instruction for children of limited-English-speaking ability. Its primary function in the first year of operation was to identify and draw on the resources of the other members of the Network and to synthesize the information into service packages for local education agencies (LEA's). Training was provided for teachers, administrators, and other personnel associated with bilingual education. Spanish, American Indian dialects, and Vietnamese were the languages emphasized, and the primary service areas included most of Texas and all of Oklahoma. This report contains a description of program efforts, such as the needs assessment process, survey results of a study of Title VII and State education programs in LEA's, goals and objectives, and conferences and institutes. The appendixes consist of a needs assessment survey, an FBTRC news release, staff biographical and professional resumes, a list of consultants and other resource people, samples of letters of request, delivery of services procedures, a management plan for implementation of activities, an evaluation design, sample letters of appreciation, brochures and conference programs, and newsletters. (JB)

DT 790726

CP N

AN 001267

ER ED140677

TI Cartel: Annotated Bibliography of Bilingual Bicultural Materials, Vol. III, No. 42, June 1976. Cumulative Issue, 1975-1976.

YR (month/year) Dec76

IN National Dissemination and Assessment Center, Austin, Tex.

SN Office of Education (DHEW), Washington, D.C. (RMQ66000)

IS N

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, Texas 78752 (ISBN 0-89417-002-3, $3.70); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($20.75, microfiche $0.83, ED140677)

NT vi, 374 p.

DE American Indian Culture; *Annotated Bibliographies; Audiovisual Aids; Black Culture; Chinese; Early Childhood Education; English (Second Language); *Instructional Materials; Mathematics; Parent Participation; Reading Materials; *Resource Materials; Teacher Education; Elementary Secondary Education; Adult Education; *Bilingual Education; African Culture; Cultural Education; Language Instruction; Career Education; Dictionaries; Evaluation Methods; Learning Activities; Sciences; Social Studies

ID Cherokee; Sioux

LC D.1; A.2.5; A.1.3; A.2.1; A.2.2; F.1.2; R.3.3; A.2.5.4; A.2.5.2; N.2.1; N.3.3

AB This annotated listing is designed for educators, librarians, and others interested in materials for bilingual multicultural education. Selection criteria for the bibliography included availability and relevance to bilingual education. The following are among the topics covered: (1) African and Afro-American culture; (2) Native American cultures; (3) arts and crafts; (4) audiovisual materials; (5) career education; (6) early childhood; (7) children's literature; (8) English as a second language; (9) mathematics; (10) music; (11) French, Italian,

German, Hispanic, Vietnamese, and Chinese languages and cultures; (12) science; (13) social studies; and (14) parental and community involvement. A typical annotation includes title, author, name and address of publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. Title, author, subject, and publisher/distributor indexes are provided. (AM)
DT 790918
CP N

AN 001268
ER ED140613
TI Cartel: Annotations and Analyses of Bilingual Multicultural Materials, Vol. IV, No. 2, Winter 1976-77.
YR (month/year) 77
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS N
AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, Texas 78752 (ISBN 0-89417-288-3, $1.75); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($3.50, microfiche $0.83, ED140613)
NT xi, 48 p.
DE American Indian Culture; *Annotated Bibliographies; *Resource Materials; *Curriculum Evaluation; English (Second Language); Greek; *Instructional Materials; Language Of Instruction; Mathematics; Psycholinguistics; Reading Materials; Spanish; Teacher Education; Vietnamese; Social Studies; Vocational Education; Sciences; Elementary Secondary Education; Adult Education; Evaluation Methods; Health
LC A.2.5.2; A.3.1; N.2.1; S.1.5; T.1; F.1.2; A.2.5; L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0; U.0
AB This annotated listing is designed for educators, librarians, and others interested in materials for bilingual multicultural education. There are two main sections: annotations and analyses. Annotated entries are arranged under the following headings: (1) "Assessment and Evaluation," (2) "Bibliographies," (3) "Classroom Resources," (4) "English as a Second Language," (5) "Informational Resources," (6) "Mathematics," (7) "Professional Readings and Resources -- Teacher Education," (8) "Science and Health," (9) "Social Studies," (10) "Spanish Language Arts," (11) "Supplementary Readings," and (12) "Vocational Education." A typical annotation includes title, author or agency, name and address of the publisher, publication date, pagination or number of parts, languages used, intended audience or level, and a descriptive statement. In the second section, five Spanish items are analyzed in detail in terms of components, objectives, scope, sequence, methodology, evaluation methods, and physical description. Selection criteria for the annotated and analyzed items included availability and relevance to bilingual education. (AM)
DT 790917
CP N

AN 001269
ER ED126730
TI Cartel: Annotated Bibliography of Bilingual Bicultural Materials. Cumulative Issue, 1974.

10

YR (month/year) Dec74
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS N
AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, Texas 78752 ($3.70); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($12.71; microfiche $0.83; ED126730)
NT 248 p.
DE African American Studies; African Culture; American Indian Languages; *Annotated Bibliographies; Asian Americans; Evaluation; French; *Instructional Materials; Language Instruction; Portuguese; *Resource Materials; Russian; Second Language Learning; Spanish; Teacher Education; Adult Education; Elementary Secondary Education; *Bilingual Education; Parent Participation; Community Involvement; Social Studies; Sciences; Childrens Literature; Career Education; Audiovisual Aids; Cooking Instruction; Early Childhood; Mathematics; Music; Dictionaries; Games; Dance; Bibliographies; Cultural Education; English (Second Language)
AB This annotated bibliography is designed for educators, librarians, and others interested in materials for use in bilingual bicultural education. The main criteria for inclusion in the bibliography are the availability of the materials in the United States and the availability of a source address for orders and inquiries. Other criteria concern the language of the materials, ethnic groups or aspects of the culture of an ethnic group featured in the materials, the purpose of the materials, and contributions of the subject matter to staff training and to the success of bilingual bicultural programs. Subject headings under which entries are grouped include: (1) audiovisual materials; (2) bibliographies and resource materials; (3) biographies; (4) calendars; (5) career education; (6) children's literature; (7) cooking; (8) dictionaries; (9) early childhood; (10) English and Spanish as second languages; (11) European Americans; (12) evaluation; (13) holidays; (14) library readings; (15) mathematics; (16) music; (17) games and dances; (18) parental and community involvement; (19) teacher education; (20) science; (21) social studies; and (22) African, Afro-American, American Indian (including Alaskan and Eskimo, Cherokee, Navajo, Pomo, and Seminole), Asian American, Chamorro, Chinese, French, Hispanic, Portuguese, Puerto Rican, and Russian languages and cultures. The entries are indexed by title, author, and subject. (DS)
DT 790725
CP N

AN 001354
TI How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books from Schools.
YR (month/year) Feb79
AU Robbins, Rebecca; Berroteran, Enrique, photo.
IN New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools. (QII59660)
SN National Inst. of Education (DHEW), Washington, D.C. (BBBO6621)
GS U.S.; New Mexico
IS N
PT 055
AV National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock no. EC-071, $4.00)
NT 21 p.

DE *American Indians; Cultural Awareness; Attitudes; Ethnocentrism; *Parent Participation; Parent Role; *Community Involvement; Parent Influence; Instructional Materials; *American Indian Education; Textbooks; Minority Groups; Ethnic Groups; *Textbook Bias; American Indian Culture; *Ethnic Stereotypes; Elementary Secondary Education; Educational Policy
AB This guide focuses on the problem of culturally biased curricular materials used in educating American Indians. It discusses the treatment of the American Indian in textbooks, and suggests strategies for American Indian parents and communities interested in identifying, evaluating, and remedying textbook bias in U.S. schools. The addresses of both Indian and non-Indian organizations are given as possible sources of assistance. (MEO)
DT 791227
CP N

AN 001439
TI Working With Your School.
YR (month/year) Feb77
AU Anchondo, Jose Jorge; Cabrera, Gloria María; Gerlach, Ernest; Rodríquez, Eugene, Jr.; Reynoso, Cruz; Gentry, Diane K., photo.
IN New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe. (BBB08805)
GS U.S.; New Mexico
IS N
PT 055; Guides
AV Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock no. 725-362/254)
NT 120 p.
DE *Community Involvement; *Parent Role; Parent Participation; Instructional Materials; School Administration; Educational Policy; Student Rights; Student Responsibility; *School Policy; *School Community Relationship; School Personnel; Discipline Policy; Suspension; Pregnant Students; Married Students; School Taxes; Educable Mentally Handicapped; Corporal Punishment; Dress Codes; *Public Schools; *Educational Improvement; Educational Finance; Educational Legislation
AB This handbook provides information and suggestions on methods individuals in a community can use to improve education in their schools. Chapter 1 describes legal and economic aspects related to public schools in the United States and discusses the issues of quality and type of curriculum, personnel, school plant and equipment, parent and student rights, and school board and accountability. Chapter 2 covers the legal rights of students and their parents in the public schools, including: speech, searches, suspensions and expulsions, discrimination, dress codes, corporal punishment, student marriage and pregnancy, student records, school counselors, ability grouping, the educable mentally retarded, bilingual education, Title I of the Elementary and Secondary Education Act, Federal programs and discrimination, free lunch programs, and the Freedom of Information Act. Chapter 3 outlines basic steps and approaches helpful to influencing school decisions. Federal, State, and local acts or programs that provide funds for public education are listed. Chapter 4 presents a model for a workable evaluation plan to determine the school's response to students, parents, and the community. Chapter 5 describes the State education agencies and laws of New Mexico, including the State Board of Education, the State Department of Education, the Public School Finance Division, local school boards, textbooks, teacher certification, student rights and responsibilities, bilingual multicultural education, and the

education of Native Americans. Chapter 6 provides information on how to file a complaint, get information, or request a conference with school officials. Appendix A is an action guide for dealing with people in the educational system. Appendix B is a checklist designed to provide a comprehensive instrument for evaluation of a target school. (ME0)
DT 791227
CP N
GV Federal

AN 001478
TI Spanish/English and Native American/English Bibliography: A Guide to the Holdings of the SW-BETRC Resource Materials Bank.
YR (month/year) Sep77
AU Gonzales, Joe R.
IN New Mexico Univ., Albuquerque. Coll. of Education. (QII59850)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO G G007604664; P 403 GH60033
GS U.S.; New Mexico
IS N
LG English
PT 131
AV Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque, New Mexico 87131.
NT 99 p.
Cover title: Spanish and Native American Bibliography.
DE *American Indians; *Multicultural Education; *Instructional Materials; Tests; Elementary Secondary Education; Library Reference Services; *Resource Materials; *Spanish Speaking; Resource Centers; Mexican Americans; *Educational Media; American Indian Literature; Mexican American Literature; Reference Materials
LC A.2.5; R.3
AB This bibliography lists current resources in bilingual bicultural education with a concentration on Spanish-speaking and Native American populations. The collection represents the holdings of the Southwest Bilingual Education Training Resource Center, funded under Title VII of the Elementary and Secondary Education Act. The following are included: (1) educational, cultural, and historical resources; (2) classroom instructional kits for kindergarten through grade 12; (3) Native American resource and instructional materials; (4) testing and evaluation resources, (5) bibliographies, (6) sources from the Educational Resources Information Center (ERIC), and (7) a distributor's list. (SI)
DT 801001
CP N

AN 001565
TI Education for All People: A Grassroots Primer.
SE Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking (Series).
YR (month/year) Jul79
AU de Groot, Jane, ed.
IN Institute for Responsive Education, Boston, Mass. (BBB11311)
SN National Inst. of Education (DHEW), Washington, D.C. Program on Educational Policy and Organization.
NO C 400-76-0115

GS U.S.; Massachusetts
IS NX
PT 055
NT ix, 155 p.
DE *Community Involvement; Public Schools; *Educational Improvement; School Community Relationship; Student Rights; Parent School Relationship; Educational Finance; *Educational Policy; Parent Role; School Administration; School Policy; School Personnel; Discipline Policy; Suspension; Pregnant Students; Married Students; Corporal Punishment; Dress Codes; Special Education; Bilingual Education; School Health Services; School Safety; Lunch Programs; School Integration; Evaluation Methods; Financial Support; Family Life Education; Home Instruction; *Public Education; Decision Making; Federal Programs; American Indians; Blacks; Spanish Speaking; Asian Americans; News Media; Minority Groups; Policy Formation; *Change Agents; Educational Change; *Information Sources
AB This handbook provides information for citizens interested in participating in the decisionmaking process of the public educational system in the United States. Nine major topics are explored: the economic and administrative aspects of public schools; parent and student rights; special education; bilingual education; food, health, and safety in the schools; how to evaluate schools; how to help children in the home; and how to obtain funds. Each topic section includes names of potential sources of information and assistance. The nine major divisions are followed by sections on Federal programs, minority news media, and a listing of various topics relevant to grassroots organizations. A tool kit contains a list of hotlines for families and children in crisis; samples of letters to principals, school boards and other officials; checklists for evaluating schools; and practical suggestions for dealing with school officials. A national organization directory is appended. Each entry includes a brief description of the organization, its services, clients, and its address and telephone number. (MEO)
DT 800102
CP N

AN 001605
TI Evaluating Textbook and Literature.
YR (month/year) Feb75
AU Sando, Joe S.
GS U.S.
IS NX
LG English
PT 143
NT 25 leaves.
DE Instructional Materials; Minority Groups; *American Indians; *Material Development; *Textbook Evaluation; Textbook Selection; *Cultural Differences; Cultural Images; *Ethnic Stereotypes; Educational Anthropology; Textbook Standards; Media Selection; Ethnic Studies; *Evaluation Criteria; Textbook Bias; Elementary Secondary Education
AB This guide for materials developers and evaluators presents criteria used by six Native American groups in evaluating media forms, history, textbooks, and literature. The American Indian Historical Society has selected criteria from a publication entitled "Textbooks and the American Indian," edited by Rupert Costo. The Library Services Institute for Minnesota Indians at the University of Minnesota developed guidelines applicable to various media forms. The American Library

Association adopted "Guidelines for the Evaluation of Indian Materials for Adults" based on three basic principles: the realistic image of the Indian, the presentation of both sides of an issue, and the role of American Indian culture in Western civilization. E. Livermore, a member of the Human Rights Commission of San Francisco, describes four criteria for judging whether or not a text is derogatory: inaccuracies and distortions, omissions, stereotyping, and tone. J.A. Anderson offers a checklist of criteria for evaluating ethnic studies resources and M.G. Byler discusses "The Image of American Indians Projected by Non-Indian Writers." A section entitled "Distortions, Realities, and Omissions" presents an actual rating scale of 28 points for use in evaluating materials about Native American history and culture. A short dictionary of 21 media forms concludes the volume. (LVP)

DT 800801
CP N

AN 001657
ER ED107417
TI Better Chance to Learn: Bilingual-Bicultural Education.
YR (month/year) May75
AU Buto, Kathleen A.; Harper, Olga García; Morales, Rosa N.; O'Connell, Jane R.
IN Commission on Civil Rights, Washington, D.C. (FGK17883)
NO R CCR/PUB-51
GS U.S.; District of Columbia
IS N
PT 143
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($13.32, microfiche $0.76, ED107417)
NT 254 p.
For the Spanish-language version of this report, see BE000153.
DE Culturally Disadvantaged; American Indians; Asian Americans; Biculturalism; *Bilingual Education; Bilingual Teachers; Civil Rights; Comparative Analysis; *Educational Assessment; Educational Legislation; *Educational Policy; *English (Second Language); *Equal Education; History; Immigrants; Language Skills; Language Handicaps; Mexican Americans; Minority Groups; Monolingualism; Multilingualism; *Non English Speaking; Puerto Ricans; Program Evaluation; Spanish Speaking; Program Descriptions
ID Civil Rights Act 1964 Title VI
AB According to the 1964 Civil Rights Act, Title VI, school districts must provide special language programs for those children speaking a non-English native language and belonging to an identifiable minority group, generally one of low socioeconomic status, including Mexican Americans, Native Americans, Puerto Ricans, and Asian Americans. In this report, the U.S. Commission on Civil Rights examines the extent to which bilingual bicultural education is an effective approach for increasing these students' educational opportunities. Chapter 1 provides a historical overview of language minorities and education, pre-1920 to the present. Chapter 2 examines: (1) the English as a second language (ESL) approach, which for many years has been the only means of teaching English to minority students; (2) the principles underlying the bilingual bicultural approach; (3) research in bilingualism and bilingual bicultural education, including the concepts of intelligence, identity, language dominance and ability, cultural and socioeconomic background, and the controversy of monolingual v. bilingual bicultural education; and (4) the use of bilingual bicultural

and ESL approaches. Chapter 4 examines the structure and evaluation of bilingual bicultural education programs. The report concludes that bilingual bicultural education is the best current educational program for language minority students. Four appendixes include: (1) an examination of the constitutionality of the right to an equal educational opportunity; (2) Federal policy concerning bilingual education; (3) Massachusetts, Texas, and Illinois State policy on bilingual education; and (4) a list of 143 references. (NQ/CCM)
DT 791127
CP N
GV Federal

AN 001687
ER ED146795
TI Condition of Bilingual Education in the Nation: First Report by the U.S. Commissioner of Education to the President and the Congress.
YR (month/year) Nov76
IN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO R HEW-OE-77-01704
GS U.S.; District of Columbia
IS N
LG English
PT 142
AV National Assessment and Dissemination Center, 385 High Street, Fall River, Massachusetts 02720 ($2.00); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($7.35, microfiche $0.83, ED146795)
NT iv, 120 p.
DE Adult Education; American Indians; *Bilingual Education; Bilingualism; Bilingual Students; Civil Rights Legislation; Disadvantaged; Educational Assessment; *Educational Legislation; Educational Research; Educational Television; *Elementary Secondary Education; English (Second Language); Federal Legislation; *Federal Programs; Higher Education; Second Language Instruction; Language Of Instruction; *Second Language Programs; Library Services; Community Programs; Needs Assessment; Non English Speaking; *Program Descriptions; Program Development; Program Evaluation; Resource Allocation; Second Language Learning; State Programs; Statistical Data; Surveys; Tables (Data); Teacher Education; Vocational Education
ID Civil Rights Act 1964 Title IV; Elementary Secondary Education Act Title II; Elementary Secondary Education Act Title VII; Emergency School Aid Act 1972; Higher Education Act Title III; Indian Education Act 1972; Library Services And Construction Act; Limited English Speaking Ability; National Institute Of Education; Right To Read; Vocational Education Act 1963; Bilingual Programs; ESEA Title VII; LESA
AB This report is the first attempt by the Office of Education to determine: (1) what the condition of bilingual education is in the United States, (2) what advances have been made, and (3) what problems remain to be solved. Following a discussion of the history and rationale of bilingual education, and the quantification of the need for bilingual education, resources required to meet the education needs of limited-English-speaking persons are considered. Fourteen Federal programs most directly concerned with meeting these needs are discussed, including the Bilingual Education Act, ESEA Title VII; the Emergency School Aid Act; the Vocational Education Act; the Adult Education Program; the Library Services and Construction Act; the Civil Rights Act, Title IV; the Education of Disadvantaged Children, ESEA Title I;

the Supplementary Educational Centers and Services, ESEA Title III; Follow Through; Right to Read; special programs for students from disadvantaged backgrounds; the Indian Education Act, Title IV; the Strengthening Developing Institutions Program of the Higher Education Act, Title III; research on bilingual education carried out by the National Institute of Education; State bilingual education programs; and educational television. Evaluations of bilingual education and the administration of Federal bilingual education programs are discussed. Appendixes include statistics relevant to bilingual education, and a 1975 survey of languages. (CLK)
DT 800429
CP N
GV Federal

AN 001694
ER ED146823
TI Bilingual Education Resource Guide.
SE Reference and Resource Series.
YR (month/year) 77
AU Sandoval, Carmel, comp.; Gann, Susan, comp.
IN National Education Association, Washington, D.C. (FGK56700)
GS U.S.; District of Columbia
IS N
PT 055
AV National Education Association, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock no. 1506-1-00); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (microfiche $0.83, ED146823)
NT 120 p.
DE American Indians; Biculturalism; *Educational Legislation; *Bilingual Education; College Programs; Educational Finance; Elementary Secondary Education; Federal Legislation; Federal Programs; Higher Education; Language Instruction; Language Of Instruction; Language Programs; Mexican Americans; Program Evaluation; *Resource Guides; Resource Materials; *State Programs; Teacher Education; *Teacher Programs; Bibliographies; Program Guides
ID Lau v Nichols; Public Law 93 380; Emergency School Aid Act 1972; *Bilingual Programs; Lau Centers
AB This volume contains current descriptions and listings of resources considered essential to the functioning of any bilingual education program. Included in this guide are: (1) a discussion of bilingual education in Public Law 93-380, (2) a consideration of State bilingual education programs, (3) an outline for a comprehensive education plan, (4) background information pertaining to Lau v. Nichols, (5) a directory and activities chart of the Cultural Awareness Center Trilingual Institute (a Lau Center located at the University of Mexico) Advisory/Evaluative Committee, (6) a review of the Emergency School Aid Act funding of bilingual programing, (7) a list of bilingual programs and grants in institutions of higher education and of Civil Rights Activities General Assistance Centers, (8) selective educational bibliographies of information and resources useful in Mexican American and Native American education, and (9) a guide to teacher education programs for bilingual bicultural education in U.S. colleges and universities. (CLK)
DT 791228
CP Y

AN 001713
ER ED103148
TI Selected Bibliography on Mexican American and Native American Bilingual Education in the Southwest (with ERIC abstracts).
SE CAL-ERIC/CLL Series on Languages and Linguistics, No. 6.
YR (month/year) Mar75
AU Cahir, Stephen; Montes, Rosa; Jeffries, Brad
IN ERIC Clearinghouse on Languages and Linguistics, Arlington, Va. (BBB11020); New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools. (QII59660)
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
NO C OEC-1-6-062469-1574(14)
GS U.S.; Virginia
IS N
LG English
PT 131
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($14.59, microfiche $0.76, ED103148)
NT 296 p.
DE *American Indians; Biculturalism; *Bilingual Education; Bilingualism; Content Analysis; *English (Second Language); *Mexican Americans; Program Evaluation; *Sociolinguistics; Spanish; Spanish Speaking; Minority Groups; Cross Cultural Studies; Second Language Instruction; Second Language Learning; Acculturation; Cultural Background; Cultural Awareness; Ethnic Groups; Second Language Programs; Language Research; Instructional Materials; English; Bilingual Students; American Indian Languages; *Educational Research; Resource Materials; Annotated Bibliographies
ID *United States (Southwest)
LC A.1.1; A.2.5.2; M.2.5; R.3.3
AB This bibliography provides access to current research in bilingual education which relates specifically to Mexican Americans and American Indians in the Southwest. Compiled from abstracts which appeared in the January 1971 through June 1974 issues of "Resources in Education" (RIE), the bibliography consists of three sections: (1) an analysis of individual entries in terms of their sociolinguistic significance, (2) the ERIC abstracts in numerical order, and (3) a subject index. Topics emphasized in the 263 entries include biculturalism, bilingualism, content analysis, English as a second language, program evaluation, and Spanish. Entries cover a wide variety of educational materials such as research reports, program descriptions and evaluations, and resource materials. Ordering information is appended. (NQ)
DT 800428
CP N

AN 001721
ER ED144767
TI American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools: A Final Report.
YR (month/year) Sep77
AU Yazzie, Nora, ed.
IN New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools. (QII59660)
SN National Inst. of Education (DHEW), Washington, D.C. (BB306621)
GS U.S.; New Mexico
IS N
PT 142

AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($3.50, microfiche $0.83, ED144767)
NT 41 p.
DE *Advisory Committees; *American Indians; Evaluation Criteria; Educational Research; *Educational Resources; *Information Centers; Information Dissemination; Information Utilization; Needs Assessment; Media Selection; Subject Index Terms; Use Studies; *American Indian Education; American Indian Studies; Minority Groups; American Indian Culture; Information Storage; Information Services; Information Sources; Information Processing; Information Networks; Clearinghouses; *Program Evaluation
ID ERIC Clearinghouse On Rural Educ And Small Schools
LC L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0; U.0
AB The American Indian Task Force for the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) was established in 1976 to aid CRESS in serving the users of American Indian educational materials. Composed of 11 authorities in the field of Indian education, the task force cooperated with ERIC/CRESS for 1 year in an advisory capacity to facilitate collection and dissemination efforts; select Indian educational resource materials; develop more effective means for use of the system by Indian people and other practitioners; develop and expand communication channels for positive working relationships with Indian resource and education centers, communities, educators, and programs; and develop information analysis products. The task force generated some specific recommendations regarding guidelines for: (1) preferred identifier/descriptor usage in the indexing of Indian documents; (2) improvement of the user services methods and facilities including training, workshops, field liaison, minilibraries, linking relationships, educational materials announcements, and surveys; (3) development of information analysis products which meet the needs of Indian peoples, with consideration given to packaged products, selection criteria, product review, utilization of Indian artists for cover designs, and suggested subjects for future products; and (4) promotion of Indian-authored copyrighted materials. Included are 3 appendixes providing American Indian Advisory/Information Dissemination Network progress reports 1 and 2, and 7 letters of support for the continuation of the American Indian Advisory Information Dissemination Network. (JC/CCM)
DT 800102
CP N

AN 001751
ER ED125237
TI Recommendations for Language Policy in Indian Education.
YR (month/year) Mar73
AU Modiano, Nancy; Leap, William L.; Troike, Rudolph C.
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
LG English
PT 055; 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($2.06, microfiche $0.83, ED125237)
NT 21 p.
DE *American Indian Languages; *American Indians; *Educational Policy; *American Indian Education; *Native Language Instruction; Language Of Instruction; American Indian Culture; Educational Objectives;

Educational Resources; Elementary Secondary Education; English (Second Language); Material Development; Teacher Qualifications; Teacher Selection; Community Control; School Community Relationship; Community Involvement; Teacher Education; Resource Centers; *Self Determination; Higher Education; Policy Formation; Federal Indian Relationship; Tribal Sovereignty; Alaska Natives; Eskimo Aleut Languages
ID *Bureau Of Indian Affairs
AB A comprehensive study on language policy in American Indian education resulted in 10 major and several ancillary recommendations which were reviewed by a group of consultants from several Indian tribes. The recommendations, presented in this report, concern the following issues: (1) community control of Indian education, (2) tribal decisions about the implementation of language policies, (3) the role of the home language in Indian education at the elementary level, (4) instruction in the ancestral language at the secondary and university level, (5) funding for instructional materials development and evaluation with special emphasis on Indian languages and cultures, (6) Indian control over teacher selection, (7) competency-based teacher certification, (8) commercially prepared instructional materials, (9) the establishment of regional Indian education resource centers, and (10) the Bureau of Indian Affairs (BIA) as consumer advocate for Indians. These recommendations are addressed to the BIA and to tribal and community groups, educators, legislators, administrators, and policymakers concerned with American Indian education. (ML/AM)
DT 800417
CP Y

AN 001784
TI Bibliography of Language Arts Materials for Native North Americans: Bilingual, English as a Second Language, and Native Language Materials 1965-1974.
YR (month/year) 77
AU Evans, G. Edward, prin. inv.; Abbey, Karin; Reed, Dennis
SN Ford Foundation, New York, N.Y. (QPX27075); California Univ., Los Angeles. Graduate School of Library and Information Science. (CIQ11745)
NO G 710-0370
GS U.S.; California
IS N
PT 131; 060; 070
AV Regents of the University of California, University of California, American Indian Studies Center, Room 3220 Campbell Hall, 405 Hilgard Avenue, Los Angeles, California 90024 ($4.00)
NT 283 p.
DE *Instructional Materials; *English (Second Language); American Indian Studies; *American Indian Languages; *American Indian Education; *Language Arts; Federal Indian Relationship; Eskimo Aleut Languages; Elementary Secondary Education; Orthographic Symbols; Multicultural Education; Culture Conflict; American Indian Culture; Cultural Factors; Language Instruction; *Alaska Natives; State Of The Art Reviews
LC A.1.1; L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0; U.0
AB A bibliography is presented of bilingual education materials developed for native North Americans in the period between 1965 and 1974. Historical and background information on Native American education, issues, and legislation are also included. A brief history of Indian education programs as supported by the U.S. Government from pre-Revolutionary times to the 20th century is presented. Some

linguistic and educational concerns discussed are: the demand for native language instruction and the problems associated with it, reasons for the development of literacy in native languages, and the need for adequate orthographies for these languages, which historically have not been written. Cultural problems confronting the American Indian child in school and the current state of bilingual bicultural education for native North Americans are also considered. The bibliography includes native language, bilingual, and English as a second language (ESL) publications. Only English language materials whose main purpose is language instruction are included. All available materials written wholly or partially in Indian or Eskimo languages are included, whether they were developed as educational materials or not. The materials include religious publications, linguistic transcriptions of traditional texts, and reprints of early reports of native languages. Entries are arranged alphabetically by the language group for which they were developed. Within these groups they are subdivided into (a) bilingual, (b) native language monolingual, (c) English language monolingual, and (d) unknown. Entries are further subdivided by author, corporate source, or title. One appendix contains examples of critiques, evaluations, and descriptions of materials, and a second appendix presents the language arts curriculum of CITE, Inc., an ESL program serving Navajos. A chart of native North American Indian languages and language arts materials is included. (SW)

DT 800306
CP Y

AN 001894
TI Cohort Analysis of Achievement in Math in the Northern Cheyenne Behavior Analysis Model of Follow Through.
YR (month/year) 79
AU McLaughlin, T.F.; Big Left Hand, Phyllis; Cady, Moneda
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO G G007703339
SO Reading Improvement, v16 n3 p192-194 Fall 1979
IS J
LG English
PT 080; 143
NT 3 p.
DE *Rural American Indians; *Mathematics; Primary Education; *Academic Achievement; Achievement Tests; Behavior Rating Scales; *Cohort Analysis; *Low Income Groups; Models; American Indians; Teaching Methods; Educationally Disadvantaged; *Compensatory Education; Curriculum Evaluation
ID Wide Range Achievement Test; Cheyenne (Tribe)
AB This paper reports on academic achievement in math for the Northern Cheyenne Behavior Analysis Model of Follow Through from the years 1970 to 1978. Data on the Wide Range Achievement Test were collected and presented for Native American students continuously enrolled in the programs. Achievement was found for 14 of the 22 cohorts examined at or above grade level. When compared to typical low income youth scores, only one cohort with an N size of 2 scored at this level in terms of achievement. Possible reasons for a lack of strong effects across cohorts are discussed. Four references are cited. (Author)
DT 801219
CP Y

AN 002127
TI Cultural Diversity and the Exceptional Child: Proceedings of an Institute and Conference Program (Las Vegas, Nevada, 1973).
AU Bransford, Louis A., ed.; Baca, Leonard, ed.; Lane, Karen, ed.
SN Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. (BBBOO581)
GS U.S.; Virginia
IS N
LG English
PT 021; 143
AV Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
NT 92 p.
DE Bilingualism; Biculturalism; Cultural Pluralism; Ethnic Groups; Racial Attitudes; *Cultural Differences; Ethnic Relations; *Exceptional Persons; Test Bias; Blacks; Mexican Americans; Asian Americans; Puerto Ricans; Cognitive Style; Personality Development; *Minority Group children; American Indians; Educational Assessment; Gifted Student Motivation; Anglo Americans; Amerian Indian Education; Elementary Secondary Education; Educational Attainment; Racial Differences; *Acculturation; *Intergroup Relations; *Equal Education; Program Development; Material Development
AB This collection of papers presented at a conference on exceptional children, responds to growing concerns about the education of culturally and/or linguistically different minority group children. The papers provide in-depth treatment of the cultural and linguistic differences that exist among Spanish-speaking, Black, American Indian, and Asian American ethnic groups. Summaries of four discussions held at a preconference institute eight conference papers are included. "Language, Culture, and Exceptional Children," by Gustavo Gonzalez, discusses educational assessment of the culturally different, the anglocentric nature of standard tests, the roles of adaptive behavior and community acceptance, and identification of the gifted. "Cultural Conflict and Cultural Diversity in Education," by Juan Aragon, discusses children termed exceptional because of cultural inheritance, and how those children come into conflict with the traditional U.S. school curriculum. "Language, Cultural Contrasts, and the Black American," by Orlando Taylor, attempts to conduct a selective contrastive analysis of Black Americans in relationship to the dominant culture using languages as the departure point. "Learning Style of the Mexican American," by Viola Sierra, discusses the behavioral traits which serve to motivate or inhibit Latino children in instructional situations. Lindbergh Sata's "Asian Culture and Learning Styles" discusses the dilemma of Asian self-identify in America in view of recent Asian history and culture. "Educating the Native American: Conflict in Values," by Joe Sand, discusses ways to insure the integration of American Indians into dominant group culture through appropriate educational curricula. "The Asian American: A Search for Identity," by Phil In, discusses the diversity among Asian Americans and dispells generalizations that group people of various Asian nationalities together. "The Puerto Rican in the New York City Schools," by Noel Rios, considers the obstacles that educational institutions place in the paths of non-English-speaking students and specifically the Spanish-speaking student in the East. An analysis and interpretation of the data collected during the conference is included. The following are appended: (1) a conference evaluation form; (2) 27-item list of additional papers presented at the conference; (3)excerpts from a 3-month conference follow-up; and (4) a 12-item list, of available tape cassettes on cultural diversity, including stock numbers and prices. (Author/TJN)
DT 800805
CP Y

AN 002174
TI Mainstreaming and the Minority Child.
YR (month/year) 76
AU Jones, Reginald L., ed.
IN Leadership Training Inst. for Special Education, Minneapolis, Minn. (BBB14073)
SN Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. (BBB09463)
NO G OEG-0-9-336005-2452
GS U.S.; Minnesota
IS N
LG English
PT 020; 141; 120
AV Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
NT xii, 307 p.
Papers presented at the Leadership Training Institute/Special Education (Minneapolis, Minnesota, September 1975).
DE *Mainstreaming; *Educationally Disadvantaged; *Minority Group Children; *Multiple Disabilities; Elementary Secondary Education; Ethnic Groups; *Exceptional Persons; Educational Needs; Mexican Americans; Blacks; American Indians; Desegregation Effects; Special Education; Economically Disadvantaged; Racial Differences; Normalization (Handicapped)
AB Addressing the critical problems and needs of minority handicapped children, this volume presents concepts and strategies useful to those who identify, teach, and evaluate minority children in mainstream settings. Attention is given to children experiencing "double jeopardy" in the form of physical or mental impairments combined with poverty or alienation from the mainstream culture. Introductory papers in part 1 include the following: "Mainstreaming and the Minority Child: An Overview of Issues and a Perspective" by R.L. Jones and F. Wilderson; "Legal Forces and Pressures" by A. Abeson; "Parents and the Mainstream" by K. Morton and K. Hull; and "Desegregation and Mainstreaming: A Case of Deja Vu" by C.W. Oden. Issues related to assessment are covered in part 2 in R.J. Samuda's "Problems and Issues in Assessment of Minority Group Children," H.E. Dent's, "Assessing Black Children for Mainstream Placement," and E. De Avila's "Mainstreaming Ethnically and Linguistically Different Children: An Exercise in Paradox or a New Approach?" Part 3 focuses on curricular issues and teaching strategies. M.G. Dabney, in "Curriculum Building and Implementation in Mainstream Setting: Some Concepts and Propositions," considers prerequisites for curriculum development; three papers by F.C. Perrer, J.L. Johnson, and A. Castaneda treat specific curriculum adaptations necessary for the mainstream education of American Indian, Black, and Mexican American children, respectively. Program evaluation is the subject of part 4, which includes the following: "Retarded Children Mainstreamed: Practices as They Affect Minority Children" by J. Gottlieb, J. Agard, M.J. Kauffman, and M.I. Semmel; "The Decertification of Minority Group EMR Students in California: Student Achievement and Adjustment" by R. Yoshida, D.L. MacMillan, and C.E. Meyers; and "Evaluating Mainstream Programs for Minority Children" by R.L. Jones. Part 5 contains M.N.E. Young's study of mainstreaming in Philadelphia public schools and R.L. Jones's summary and conclusions. References are provided after each paper and biographical notes on contributing authors are included at the conclusion of the volume. (ML)
DT 800408
CP Y

AN 002306
TI Neuropsychological Evaluation in Remedial Education for the American Indian.
YR (month/year) 77
AU Golden, Charles J.; Roraback, John; Pray, Bruce, Sr.
SO Journal of American Indian Education, p20-24 May 1977
IS J
LG English
PT 080; 143
NT 5 p.
DE *American Indians; *Psychological Evaluation; *Learning Disabilities; *Test Bias; Test Reliability; *Culture Fair Tests; Adolescents; Neurological Impairments; Remedial Reading; Evaluation; Comparative Analysis; Diagnostic Tests; Psychological Testing; Educational Diagnosis
ID *Halstead Reitan Neuropsychological Tests
AB This study investigated whether the neuropsychological tests developed by Halstead (1947) and Reitan (1966) were insensitive to cultural differences seen in the Indian adolescent. Subjects were 18 American Indians aged 15-18 enrolled at Flandreau Indian School in South Dakota. Ten subtests are detailed: (1) Halstead Category Test, (2) Halstead Tactual Performance Test, (3) Seashore Rhythm Test, (4) Wechsler Adult Intelligence Scale, (5) Trail Making Test, (6) Halstead Finger Tapping Test, (7) Halstead Speech-Sounds Perception Test, (8) Perceptual Exam, (9) Aphasia Screening Exam, and (10) Spatial Relations Score. On all tests the mean performance was well above cutoff points indicating brain dysfunction. The results indicate that the tests examined are not influenced by cultural demands, and may be used in the educational evaluation of Indian adolescents. Twelve references are cited. (Author/SI)
DT 102680
CP Y

AN 002323
TI Language Education of Minority Children: Selected Readings.
YR (month/year) 72
AU Spolsky, Bernard, ed.
GS U.S.; Massachusetts
IS N
LG English
PT 020; 070; 142
AV Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 912066-65-2, order no. 1720T, $10.95)
NT ix, 200 p.
For individual papers, see BE002759-2769.
DE *Minority Group Children; *Non English Speaking; Bilingualism; Bilingual Education; *Educational Needs; Program Descriptions; American Indian Education; *Curriculum Development; Elementary Secondary Education; Second Language Instruction; English (Second Language); Spanish Speaking; Social Class; Cultural Awareness; Multicultural Education; *Sociolinguistics; Cultural Pluralism; Acculturation; Program Evaluation; Black Dialects; Reading Instruction; Teaching Methods;

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Language Tests; Young Children
LC A.1.1; A.2.5
AB The purpose of this volume of selected papers is to give a picture of contemporary concerns in the language education of minority children in the United States. The first of three sections gives some background in the nature of multilingualism and the scope of language problems in the United States. The second section focuses on aspects of bilingualism and bilingual education, and the third section discusses a number of specific curricular issues. Closely examined are: (1) the problems of American Indian and Spanish-speaking children, (2) social class and culture, (3) bilingualism and thought, (4) sociolinguistic factors in bilingualism, (5) bilingual education programs, (6) the teaching of English as a second language, (7) the special problems of Black children, (8) reading instruction at the secondary level, (9) language tests, and (10) the limits of language education. Each paper includes a short abstract and a bibliography of references. (Author/SI)
DT 801204
CP Y

AN 002400
TI Program Development Seminars.
YR (month/year) 76
IN United Indians of All Tribes Foundation, Seattle, Wash. (BBB17258)
GS U.S.; Washington
IS N
LG English
PT 055; 141
AV United Indians of All Tribes Foundation, Technical Assistance, P.O. Box 99253, Seattle, Washington 98199
NT [47] loose leaves.
DE *Seminars; *Workshops; Institutes (Training Programs); *Proposal Writing; *Program Proposals; *American Indian Education; *Program Development; Needs Assessment; Technical Assistance; Evaluation Methods; Program Evaluation; Personnel Evaluation; Program Design
AB Intended for members of Native American tribal governing bodies, this brochure outlines four educational program development seminars offered by the United Indians of All Tribes Foundation to help tribal writers prepare sound educational program proposals for submission to appropriate funding agencies. Step-by-step procedural recommendations are presented for: (1) assessing the educational needs of the community; (2) designing a program that will satisfy those needs; (3) identifying the evaluation methods necessary for external, staff, process, and product evaluations of the program; and (4) insuring appropriate proposal format and completion of all necessary forms. The brochure addresses the theory of program planning as well as the technical aspects of proposal writing. The objectives of each seminar are stated at the beginning of each section and criteria to evaluate the degree to which those objectives have been attained are included at the end of each section for completion by each seminar participant. (CAG)
DT 810511
CP N

AN 002427
TI Bilingual Education: Current Perspectives, Volume 5, Synthesis.
YR (month/year) Nov78

IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
SN Carnegie Corp. of New York, N.Y. (QPX12280)
GS U.S.; Virginia
IS N
LG English
PT 020; 120; 070
AV Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (ISBN 87281-076-3)
NT xii, 140 p.
DE *Bilingual Education; Cognitive Development; Program Effectiveness; English (Second Language); American Indians; Linguistics; *Educational Needs; Decision Making; *Educational Policy; Government Role; Curriculum Development; Curriculum Evaluation; *Government School Relationship; Non English Speaking; Educational Legislation; Educational Objectives; *Educational Assessment; Minority Groups; Language Of Instruction; *Bilingual Students
AB A multidisciplinary approach characterized the four articles contained in this volume on bilingual education. "Current Perspectives," by L.L. Parker, provides definitions of bilingualism, bilingual education, and related terms, and discusses the effectiveness of bilingual education programs in relation to academic achievement and cognitive development. "At the Crossroads," by R.C. Troike and E. Perez, examines the future of bilingual education in light of Federal and State Government roles. "Toward a Cross-Disciplinary View," by R.W. Shuy, considers the relationships between linguistics and law, social sciences, and education, and the problems suggested by these cross-disciplinary understandings. "Thoughts on Non-English Speaking Children," by L. Wong Fillmore, stresses the non-English-speaking students' perspective and the various needs facing students as individuals. It is hoped that information on these topics will assist Federal policymakers in their decisions concerning the future of bilingual education. Over 700 citations are listed in the bibliography. (MM)
DT 800904
CP Y

AN 002606
ER ED169189
TI Approaches to Assessing Bilingual/Bicultural Programs.
YR (month/year) Jan79
AU Carrillo, Federico Martínez, ed.
IN New Mexico Univ., Albuquerque. American Indian Bilingual Education Center. (BBB16658)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO G G007804907; P 403 GH80006
GS U.S.; New Mexico
IS N
LG English
PT 142; 055
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($6.32, microfiche $0.83, ED169189)
NT 98 p.
DE *Student Evaluation; Data Collection; Educational Testing; American Indians; *Bilingual Education; Compensatory Education; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluators; Intercultural Programs; Minority Groups; *Program Evaluation; *American Indian Education; Test Interpretation; Standardized Tests; Needs Assessment; Material Development; Staff

Development; Community Involvement; Educational Assessment; Formative Evaluation; Summative Evaluation
ID *Elementary Secondary Education Act Title VII; ESEA Title VII
AB The papers in this monograph reflect different approaches used in the assessment and evaluation of American Indian bilingual education programs. H. Berendzen and K. Bemis list the responsibilities of a program evaluator and offer an evaluation management plan which takes into consideration needs assessment, performance objectives, measurement of project impact, material development, staff development, and community involvement. M. Massarotti offers a systematic procedure for collecting information based on pre-established objectives and subsequent analysis, reporting, and use of the information for the purpose of making decisions concerning program development. C. Leyba provides an overview and design of Title VII program evaluation. He also discusses standardized testing and analysis of scores. Finally, the topics of R. Reeback's paper include a critique of Title VII regulations concerning evaluation, some examples of misguided or inadequate evaluation, a review of some persuasive evaluation results, and suggestions for reconstituting evaluation in the context of Title VII and adjustment to it in the meantime. Twelve references are cited. (Author/EB)
DT 800617
CP Y

AN 002654
TI Study of Credentialed Staff-Pupil Ratios by Ethnicity in the California Public Schools.
YR (month/year) 79
AU García, Joseph O.; Espinosa, Rubén W.
SO Aztlan: International Journal of Chicano Studies Research, v8 p217-36 Spr-Sum-Fall 1977
IS J
LG English
PT 080; 143
NT 20 p.
DE Anglo Americans; Elementary Secondary Education; *Ethnic Groups; Educational Research; Minority Groups; Blacks; Asian Americans; American Indians; *Student Teacher Ratio; *Public Schools; Public Education; Racial Balance; Administrators; Hispanic Americans; Whites; Affirmative Action; Ethnicity; Role Models; Teacher Role; Students; Teachers; Principals
ID *California; Spanish Surnamed
AB The credentialed staff-pupil ratios by ethnicity in the California public shools during the 1973-74 school year were investigated. Credentialed staff (i.e., counselors, administrators, and teachers) and students were categorized into one of the following racial/ethnic groups: American Indian, Anglo, Asian American, Black, and Spanish surname. The study showed that the number of ethnic minority credentialed staff was not proportionate to the number of ethnic minority students for any given group. The Spanish-surname group had the lowest credentialed staff-to-pupil ratio of all the groups studied. In order for each ethnic group to attain ethnic parity on a statewide level, the percentage of credentialed staff for an ethnic group must be equivalent to the percentage of students in that group. However, while the public schools in California are becoming increasingly multicultural in scope, as reflected by the increase in ethnic minority students, the number of ethnic minority staff members is not increasing at the same

rate. It is recommended that: (1) student and credentialed staff ethnic data be collected every year, (2) research efforts be undertaken to analyze the data from different perspectives by including additional variables, (3) school districts and other public educational agencies develop and adhere to affirmative action programs designed to correct the gross underrepresentation of ethnic minority credentialed staff, and (4) teacher training institutions prepare present educators with inservice training and future educators with the necessary skills to meet the educational needs of ethnic minority students. Several tables and figures illustrate the student-staff ratios in California. (SC)
DT 800506
CP Y

AN 002777
TI Acquisition of Rules for Appropriate Speech Usage.
YR (month/year) 70
AU Philips, Susan U.
IS N
LG English
PT 143; 150
AV Not available separately. See Bilingualism and Language Contact (BE002770), available from Georgetown University Press, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (ISBN 0-87840-105-9, $6.25)
NT p. 77-101.
Paper presented at the Annual Georgetown University Round Table on Languages and Linguistics (21st, Washington, D.C., March 12-14, 1970).
DE American Indians; *Reservation American Indians; American Indian Culture; Learning Modalities; Observational Learning; Academic Achievement; Student Teacher Relationship; Student Participation; *Cultural Influences; Cultural Differences; Student Behavior; Language Usage; Speech Communication; Verbal Communication; Elementary Education; Grade 1; Grade 6; Communication Problems; *Classroom Communication; *Social Behavior; Comparative Analysis; Social Influences; Group Unity; Self Evaluation (Individuals); Leadership Qualities; Teaching Methods; Child Language; Self Determination; *Communicative Competence (Languages); *Sociolinguistics
ID Oregon
AB The differences between Indian and non-Indian rules for appropriate social usage of English and the consequences of these differences for Indian children's verbal participation in the classroom are discussed. Comparative observations and tape recordings of Indian and non-Indian first and sixth grade classrooms showed what social conditions governed students' verbal participation. These conditions were found to differ from those which governed communicative performance in Indian social interactions, determined by observations of family interaction in Indian households. Indian children normally learn through observation (including silent listening), supervised participation, and private, self-initiated testing. Indian children are not accustomed to: (1) classroom procedures, (2) responding to the teacher on demand, (3) speaking out in front of other students, or (4) using verbal performance as the only test of learning. Teachers, recognizing the preferred learning modalities of Indian children and adapting their teaching methods accordingly, have perpetuated Indian children's avoidance of learning to communicate in the classroom. If Indian children are to participate in the classroom verbal interaction upon which the learning

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process depends, they must first be taught the rules for appropriate speech usage in contexts where speaking is necessary. (PMJ)
DT 800623
CP Y

AN 003028
TI Evaluation of Communicative Competence in Bilingual Children.
YR (month/year) 79
AU John-Steiner, Vera; Osterreich, Helgi; Nihlen, Ann S.
SO Bilingual Resources, v2 n2 p11-14 Win 1979
IS J
LG English
PT 080; 141; 055
NT 4 p.
DE *Communicative Competence (Languages); Speech Communication; Sociolinguistics; *Story Telling; Student Evaluation; American Indians; Minority Group Children; *Language Proficiency; Elementary Education; *Bilingual Students; Linguistic Performance; *Testing; *Measurement Techniques
ID *Language Assessment
AB The use of a story retelling technique for assessing communicative competence among bilingual children is discussed. Language proficiency is usually assessed with written tests, but such tests do not adequately evaluate the utility of language in the pupil's daily life. Dell Hymes (1972) proposed that oral communicative competence should be the focus of language ability assessment in bilingual children because spoken language is the dominant mode of expression for the child developing language skills. Knowledge of a common language in terms of words and syntax does not necessarily denote knowledge of usage and interpretation of speech. The story retelling method attempts to reflect the social use of language and capture linguistic and cognitive patterning in the child's performance. As most children are exposed to narratives, and some bilingual children are exposed to a strong oral tradition, their ability to comprehend and reproduce narratives can serve as a measure of their communicative competence. Psychologists have found that children's telling of invented or repeated stories is highly organized and differs according to age. When the story retelling procedure was used with bilingual Native American children, it was found that they told the most complete and detailed stories in their native language. Twelve references are cited. (RW)
DT 810129
CP Y

AN 003073
TI When Is a Disadvantage a Handicap?
YR (month/year) 80
AU Smith, Jeanette C.
SO Journal of American Indian Education, v19 n2 p13-18 Jan 1980
IS J
LG English
PT 080; 070
NT 6 p.
DE Exceptional Persons; American Indians; *American Indian Education; *Handicap Identification; Bilingual Education; Program Effectiveness; *Learning Disabilities; *Cultural Differences; Bias; Standardized Tests;

Evaluation Methods; *Educational Diagnosis; *Program Evaluation; Elementary Secondary Education; Language Handicaps; Minority Groups; English (Second Language)
ID *Bilingual Programs
AB In 1975 Congress enacted Public Law 94-142, which insures free, public education to all handicapped children. The law raises the issue of handicap identification in Indian students, who are often misdiagnosed due to language and cultural factors. The new law, in an attempt to avoid misdiagnoses, requires that evaluation be provided in the child's native language; diagnosticians counter that this is unrealistic, as there are over 50 Indian languages. This article describes the problems involved in determining disabilities in Indian children, concentrating on four vital areas: (1) the effect of bilingual programs, (2) the logistics of bilingual programs, (3) the effect on the Indian child, and (4) the waste of human potential. It is concluded that there must be an objective analysis of how best to teach English in the classroom, and how to transfer that learning so that it gives meaning and substance to other subjects. Sixteen references are cited. (Author/SI)
DT 801106
CP Y

AN 003097
TI Teaching Strategies for Ethnic Studies.
YR (month/year) 79
AU Banks, James A.
GS U.S.; Massachusetts
IS N
LG English
PT 052
AV Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (ISBN 0-205-06587-2)
NT xiii, 485 p.
Second ed.
DE *Program Evaluation; *Resource Materials; Elementary Secondary Education; *Multicultural Education; Ethnic Groups; Educational Objectives; *Teaching Methods; *Ethnic Studies; Social Studies; *Curriculum Development; Instructional Materials; Annotated Bibliographies; Asian Americans; Blacks; Mexican Americans; Puerto Ricans; American Indians; Hawaiians; Cubans; Jews; North American History; Evaluation; Methods; Cultural Awareness; Interdisciplinary Approach; Media Selection
ID Euro Americans
AB This book provides information on the content, strategies, concepts, and resources which are needed to teach comparative ethnic studies and to integrate ethnic studies into the regular curriculum. A rationale for teaching comparative ethnic studies is presented which emphasizes the need for a broad definition of ethnicity and for the inclusion of a broad range of ethnic groups in a multiethnic curriculum. Key concepts and goals for ethnic studies lessons and units are discussed. Chapters on each of eight major ethnic groups in the United States include a chronology of key events, a historical overview of the group discussed, illustrative key concepts and teaching strategies, an annotated bibliography for teachers, and an annotated bibliography for elementary and secondary students. The ethnic groups covered include Native Americans, European Americans, Jewish Americans, Afro-Americans, Mexican Americans, Asian Americans, Puerto Rican Americans, Cuban Americans, and Native Hawaiians. Concepts and teaching strategies for developing and

presenting multiethnic units and curricula which focus on two or more ethnic groups are presented. The major components of a sample multicultural unit are presented to illustrate the steps in unit construction. Objectives for multiethnic studies units are discussed and methods of testing for concept mastery are presented. Strategies and techniques for evaluating outcomes in multiethnic education are presented. Appendixes include: (1) a chronology of key events relating to ethnic groups in the United States, (2) a list of selected films and filmstrips on U.S. ethnic groups (3) a selected list of ethnic periodicals, (4) criteria for evaluating the treatment of minority groups and women in textbooks and other educational materials, and (5) an evaluation checklist for multiethnic education programs. A bibliography follows each of the 14 chapters. (SC)
DT 800821
CP Y

AN 003126
TI Stereotypes, Distortions and Omissions in U.S. History Textbooks.
YR (month/year) 77
IN Council on Interracial Books for Children, Inc., New York, N.Y. (BBB11356)
SN Carnegie Corp. of New York, N.Y. (QPX12280)
GS U.S.; New York
IS N
LG English
PT 055
AV Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 (ISBN 0-9300-40, $7.50)
NT 143 p.
DE *History Textbooks; *Textbook Bias; Multicultural Education; *Textbook Evaluation; *Minority Groups; Blacks; Females; *Content Analysis; American Indians; Asian Americans; Mexican Americans; Puerto Ricans; Racial Bias; Sex Bias; Ethnic Stereotypes; Guidelines; Check Lists
ID Chicanos
AB This manual is a comprehensive instrument for analyzing the content of U.S. history textbooks in terms of their treatment of women, Blacks, Asian Americans, Chicanos, Native Americans, and Puerto Ricans. The following information, based on reviews of history textbooks published after 1970, is provided: (1) guidelines for recognizing racist and sexist stereotypes common in recent textbooks, (2) important information about minority groups that is still missing from most history textbooks, (3) alternative ways of viewing past and present events, (4) rating instruments for evaluating any history textbook, and (5) a bibliography of resources for further study. Each section begins with an introductory essay that is followed by a sample passage from a history text. Comments on what is right, wrong, or missing from the text, and references for locating the information needed are included for each sample. At the end of each section is a checklist for rating any textbook's performance with regard to racism or sexism toward the minority group dealt with in that section. A glossary of textbook analysis terminology and a nine-page bibliography organized by minority group are provided. (Author/SI)
DT 801114
CP Y

AN 003215
TI Educational Needs of Minority Groups.
SE Professional Education Series.
YR (month/year) 74
AU Castañeda, Alfredo; James, Richard L.; Robbins, Webster
GS U.S.; Nebraska
IS N
LG English
PT 120; 070
AV Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (ISBN 0-88224-043-9, $2.75)
NT 112 p.
DE *Educational Needs; *Minority Groups; *Mexican American Education; *American Indian Education; Equal Education; *Educationally Disadvantaged; Cultural Pluralism; Biculturalism; Values; Black Culture; *Black Education; Curriculum Evaluation; Elementary Secondary Education; Postsecondary Education; American Indian Reservations; Minority Group Culture
ID Chicanos
LC A.2.5.2
AB The educational needs of Mexican Americans, Blacks, and Native Americans are examined in three essays. Each essay was written from the perspective of a member of the group portrayed and discusses the group's history and relationship with the dominant American culture. The first paper focuses on Mexican American and Chicano education, and covers cultural democracy, cultural values, change and heterogeneity, civil rights, adjustment and identity, and teaching methods for a multicultural curriculum. The second essay reviews the history of Black American education with emphasis on the Black experience in elementary, secondary, and postsecondary education. The final essay discusses the futility of the American Indian educational systems on reservations and the failure of the U.S. Government to implement programs to serve the educational and cultural needs of Native Americans. Each essay includes a bibliography; introduction and summary are provided by W.K. Beggs. (SI)
DT 810105
CP Y

AN 003472
ER ED137007
TI Bilingual Education for Choctaws of Mississippi. Annual Evaluation Report FY 75-76.
YR (month/year) Sep76
AU York, Ken; Scott, J. Robert
IN Mississippi Band of Choctaw Indians, Philadelphia. (BBB12294)
SN Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education. (BBB07242)
NO OEG-0-75-7162
GS U.S.
IS N
LG English
PT 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (microfiche $0.83, ED137007)
NT 216 p.
DE *American Indian Education; Bilingual Teachers; *Community Involvement; *English (Second Language); *Choctaw; Instructional Materials; *Program

Evaluation; Annual Reports; Cultural Awareness; Educational Objectives; Elementary Education; Agency Cooperation; Program Descriptions; Self Concept; Teacher Education; American Indian Reservations; Reservation American Indians; Native Language Instruction
ID Mississippi; *Choctaw (Tribe); Bilingual Programs
LC M.2.5
AB Data for this 1975-76 annual evaluation report on the Bilingual Education for Choctaws of Mississippi (BECOM) Project are drawn from the evaluation design for 1975-76 and from formal and informal assessments. Chapter 1 of this report provides an overview of the setting in which the BECOM program operates; located on the Mississippi Choctaw Reservation, the project includes seven rural Choctaw communities and six Bureau of Indian Affairs operated community schools involved in an incremental K-3 bilingual program. Chapter 2 provides an outline of the goals and objectives of the program: basic instruction in the native language; instruction in English as a second language; positive self-concept building via cultural heritage; a cadre of bilingual teachers; inservice and preservice training for Anglo teachers; bilingual instructional materials; and parent, teacher, and school communicative processes. In chapter 3, a detailed discussion of the accomplishments, failings, and resultant progress of the first year of the project is given, including individual components -- materials development, classroom instruction, parent-community involvement, and training and project management. Finally, chapter 4 describes the interaction between BECOM and other educational programs on the reservation. (JC)
DT 800527
CP N

AN 003479
ER ED139900
TI Report to the U.S. Office of Education of the National Task Force on Instructional Strategies in Schools with High Concentrations of Low-Income Pupils.
YR (month/year) 77
IN Optimum Computer Systems, Inc. Washington, D.C. (BBB14433)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO 300-75-0257
GS U.S.
IS N
LG English
PT 140; 020
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($7.35, microfiche $0.83, ED139900)
NT 150 p.
DE Standardized Tests; Educational Planning; *Instructional Development; *Curriculum Development; *Low Income Groups; *Educationally Disadvantaged; Equal Education; *Instructional Improvement; *Learning Problems; Bilingual Education; Community Involvement; American Indian Education; Multicultural Education; Migrant Education; Rural Education; Urban Education; Educational Practices; Educational Policy; Evaluation Methods; Vocational Education; Parent Participation; Staff Development
AB This paper presents the reports of the National Task Forces on Urban, Rural, Migrant, Native American and Bilingual Bicultural Education. The task forces were asked to pinpoint strategies for instructional and programmatic improvement in these areas. The focus of inquiry was on reading and mathematics instruction. Attention was also paid to

elements that are seldom examined such as pupils' needs, the concerns of parents and communities, and the problems of administration and the frustration of teachers. Although each task force was considered separately, several issues which were similar enough to be considered common to each group are treated together. The five areas that reflected mutual concern were: curriculum development, performance evaluation, personnel training, parent and community participation, and funding. Among the findings were the following: (1) each of the task forces indicated a need for a utilitarian-based education, reflecting the particular needs of pupils from disparate cultural backgrounds; (2) national standardized testing was criticized by all task forces for being a poor tool used to evaluate the performance of non-middle class and non-White pupil populations; (3) the task forces stressed that effective teachers were those sensitive to the unique needs of the community served by their school; and (4) all task forces stressed the urgent need for long-range planning to achieve sound program implementation. (Author/AM)
DT 800522
CP N

AN 003486
ER ED078116
TI [Papers Presented at the National Equal Education Institute (St. Louis, Missouri, March 1973)].
YR (month/year) Mar73
IS N
LG English
PT 021
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($6.01, microfiche $0.83, ED078116)
NT 124 p.
DE Bilingual Education; *Equal Education; Inservice Teacher Education; Parent Participation; *School Desegregation; American Indian Education; Black Studies; Educational Change; Educational Vouchers; Desegregation Methods; Mexican Americans; Program Evaluation; Puerto Ricans; Pupil Personnel Services; Grouping (Instructional Purposes)
LC A.2.5
AB Contents include the following papers: (1) S.F. Overlan's "Vouching for School Desegregation," a discussion of the "regulated compensatory voucher plan" proposed by the Center for the Study of Public Policy (a private nonprofit research group in Cambridge, Massachusetts) in 1969; (2) "Parental Involvement in the Desegregated School," by V.J. Villa; (3) "Grouping for Instruction," by W.G. Findley; (4) "Puerto Ricans and Education," a report prepared by the Puerto Rican Congress; (5) "Evaluating Integrated Education," a report on the procedures developed by the Western Regional School Desegregation Projects, University of California at Riverside; (6) "Teacher Inservice Training in a Desegregated School Setting," by B. Love; (7) "The Role of Black Curriculum in a Desegregated School Setting," by B. Love; (8) "It Takes More Than the Administrator," by R. Jimenez; (9) "Organizing Techniques and Principles for Change," by F. Ahearn; (10) "Pupil Personnel Services in a Desegregated School Setting," by R.V. Guthrie; (11) "Training Teachers for Bilingual-Bicultural Programs," by Education/Instruction, Inc.; (12) "Native Americans, Curriculum Revision, and Desegregation," by J.D. Forbes; (13) "Toward a Chicano Curriculum;" (14) "A Position Paper on Community Organization in a Desegregated Setting," by Southwest Program Development Corp.; (15) "Training Classroom Personnel in Dealing

with Bilingual/Bicultural Children," by L. Munoz; and (16) "Indian Education: Some Alternatives," by A.P. Lawson.
DT 800618

AN 004060
TI American Indians and the English Language Arts.
YR (month/year) 69
AU Hopkins, Thomas R.
SO Florida FL Reporter, v7 n1 p145-146 Spr-Sum 1969
IS J
LG English
PT 080; 070
NT 2 p.
DE American Indians; *American Indian Languages; English (Second Language); Curriculum Development; Language Usage; *Language Of Instruction; *American Indian Education; Language Arts; Elementary Secondary Education; *Educational Development
AB A lack of information on the languages spoken by American Indian children has made curriculum development in Indian education difficult. Language diversity among Indians has always posed pedagogical problems, but the situation may be less stable than ever before. Estimates of the number of language families in the American Indian population range from 12 to 21. Many of these languages are spoken by small pockets of tribal speakers numbering no more than a few hundred, making them cost ineffective for inclusion in the education process. The following developments have occurred despite the complexity and magnitude of the language problem: (1) inclusion of Indian teachers and teacher training for Indian youth, (2) development of English as a second language (ESL) and bilingual curriculum materials, and (3) development of a program to assist in the evaluation of ESL programs for Indian children. (CAB/LB)
DT 810622
CP Y

AN 004102
TI Navajo Education in Action: The Rough Rock Demonstration School.
YR (month/year) 77
AU Roessel, Robert A., Jr.
IN Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center. (BBB05431)
GS U.S.; Arizona
IS N
LG English
PT 141
AV Rough Rock Demonstration School, Navajo Curriculum Center, Star Route One, Rough Rock, Arizona 86503
NT vii, 149 p.
DE Navajo; *American Indian Education; *Demonstration Programs; *Experimental Schools; Federal Indian Relationship; *Educational History; Curriculum Development; Community Involvement; American Indian Culture; Parent Participation; Elementary Secondary Education; Community Control; Educational Finance; English (Second Language); Interviews; Administrator Attitudes; Program Descriptions; Student Attitudes; Summative Evaluation; *Program Effectiveness
ID *Navajo (Nation); *Rough Rock Demonstration School AZ
LC R.3.3

AB The first 10 years of the Rough Rock Demonstration School in Chinle, Arizona are reviewed. Section 1 outlines the early days of development of the Indian-controlled school, and focuses on school board decisions, cultural considerations, and community involvement. Section 2 examines the school's organization, curriculum, legislative and legal issues in Indian education, relationships with both the Navajo tribe and Federal agencies, and interviews with the Rough Rock staff and students. The conclusion in section 3 maintains that there is a direct corollary between the success of the Rough Rock School and the future of Indian-controlled contract schools; the uncertainty of funding and the continual assaults by the Bureau of Indian Affairs make the future unclear. Forty-three references are cited. (Author/SI)
DT 110580
CP Y

AN 004225
TI ESL Testing on the Navajo Reservation.
YR (month/year) 75
AU Brière, Eugene J.
IS N
LG English
PT 143; 080
AV Not available separately. See Papers on Language Testing 1967-1974 (BE004218), available from TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (members $5.50, nonmembers $6.50)
NT p. 111-119.
Reprinted from TESOL Quarterly, Vol. 3, No. 1, Spring 1969.
DE *Navajo; *English (Second Language); Language Tests; American Indians; *Achievement Tests; Testing Programs; Program Evaluation; Elementary Education; Adults; Second Language Learning; *Student Placement; *Test Construction; Test Validity; Test Items; Scoring
ID *Fries American English Series
LC A.1.1; R.3.3
AB In June 1967 the Navajo Area Agency contracted to develop a series of achievement tests designed to evaluate Navajo children's progress when using the Fries/Rojas American English Series. This paper is a final report of the activities which occurred throughout the year 1967-68. The methodology is described in detail, including the initial problem, the construction of oral/aural and written achievement tests, correction procedures, and the sample testing population. Discussions of the placement tests designed cover choice of test items, corpus, and population. Frequent responses made by the subjects, randomly selected Navajo children in grades 1-7, are analyzed and compared to responses made by 3 adult bilingual speakers of English and Navajo. It is concluded that, although the oral and written achievement tests may be of some value for elementary school children using Fries/Rojas materials, many more administrations are needed to determine norms for various grade levels and language backgrounds. (SI)
DT 810209
CP Y

AN 004323
TI Educating All Our Children: An Imperative for Democracy.
YR (month/year) 79
AU Wilkerson, Doxey A., ed.

36
GS U.S.; Connecticut
IS N
LG English
PT 020; 070
AV Mediax Associates, 21 Charles Street, Westport, Connecticut 06880 ($12.95)
NT xvii, 173 p.
DE Mexican Americans; *Compensatory Education; State Of The Art Reviews; Educational Theories; Cultural Background; Educational Research; Program Evaluation; Intelligence Quotient; Elementary Secondary Education; *Minority Group Children; Educational Policy; *Equal Education; *Educational Needs; American Indians; Comparative Education; *Educational Planning
ID Israel; Chicanos
AB This book is an outgrowth of a small invitational conference of educators called to review and appraise a decade of compensatory education, and to outline alternative approaches for the future. Emphasis of the eight selections is on the development of many patterns to reflect the diversity and pluralism that characterize the United States. R. W. Tyler and E. W. Gordon provide overviews of equal education in "Educating Children Democratically" and "New Perspectives on Old Issues," respectively. J. M. Hunt examines "Recent Concern with Early Education: Some Reflections," and V.P. John and E. Leacock investigate methodologies in "Transforming the Structure of Failure." A look at what other countries have accomplished is provided in "Systems Development-Planning in Education: An Israeli Perspective." "Educating the Linguistically and Culturally Different: A Chicano Perspective" is the theme of a paper by H. J. Casso. Educational needs for the future are considered in "From School System to Educational System: Policy Considerations" by M.D. Fantini and "Some Issues Confronting American Education: A Summation" by J.S. Coleman. A letter from an Indian mother is also included, entitled "Respect My Child: He Has a Right to Be Himself." A subject index is included. (Author/SI)
DT 810504
CP Y

AN 004391
TI Bilingual Language Arts Materials for Native Americans: A Quantitative Review of What Exists and What Is Needed.
YR (month/year) 80
AU Evans, G. Edward; Abbey, Karin; Clark, Jeffery
SO NABE Journal, v4 n2 p35-48 Win 1979-80
IS J
LG English
PT 080; 143
NT 19 p.
DE *American Indians; American Indian Education; *Language Arts; *Instructional Materials; Material Development; Evaluation; *American Indian Languages; Multicultural Textbooks; Bibliographies; Elementary Secondary Education; Educational Media; Needs Assessment
LC L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0
AB A research project was designed to provide assistance to professionals working in the field of bilingual education by compiling a comprehensive bibliography of bilingual language arts materials for Native American groups. A chart provides population figures for a diversity of Native American language groups, as well as number of speakers and available materials for each group. A brief review of the problems in producing

language arts materials for American Indians is also provided. (Author)
DT 801126
CP Y

AN 005209
TI American Indian Education: An Abstract Bibliography.
YR (month/year) Nov75
IN ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. (BBB00324)
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
GS U.S.; Illinois
IS N
LG English
PT 131
AV Publications Office/ICBD, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801
NT 30 p.
DE *American Indian Education; Annotated Bibliographies; Abstracts; Educational Resources; Research Reports; Program Descriptions; Program Evaluation; Instructional Materials; Federal Programs; Educational Needs; Periodicals; Teacher Education; *American Indians
ID *ERIC
AB This bibliography was compiled to call attention to selected documents on American Indians in journal literature and the microfiche collection of the Educational Resources Information Center (ERIC). Included are surveys of the special needs of American Indians, descriptions of federally-sponsored American Indian projects, program evaluations, studies of cultural traits that affect the educational process, instructional research, teacher education materials, and curriculum materials for and about American Indians. The 73 entries each include a document abstract, indexing terms, and the number by which the document may be ordered from the ERIC Document Reproduction Service. (Author/SI)
DT 810424
CP N

AN 005214
TI Title VII, ESEA, Bilingual Programs: Abstracts, 1979-1980.
YR (month/year) [79]
AU Pascual, Henry W., dir.
IN New Mexico State Dept. of Education, Santa Fe. Title VII, ESEA, Bilingual Technical Assistance Unit.
GS U.S.; New Mexico
IS N
LG English
PT 132
AV New Mexico State Education Department, Title VII ESEA Bilingual Technical Assistance Unit, Santa Fe, New Mexico 87503
NT [46] leaves.
For related directory, see BE005213.
DE *State Programs; Elementary Secondary Education; Program Costs; Program Evaluation; Curriculum; Staff Development; Public Schools; Community Involvement; English (Second Language); Navajo; Spanish; Apache; *Abstracts; *Program Descriptions; American Indians; Spanish Speaking
ID *New Mexico; New Mexico State Department Of Education; *Bilingual Programs; Keresan; Tiwa; Towa

38
LC A.1.1; A.2.5; Q.0; R.3.1; R.3.1.2; R.3.1.1; R.3.3; S.2.3; S.2.4
AB This directory provides abstracts of bilingual education programs for New Mexico public school districts. Each abstract describes the district's type of program, the program's funding and grant award number, the schools and grade levels served, the number of students served, the project curriculum, program evaluation, staff, staff training plan, type of community participation, and, where applicable, the entry/exit criteria and plans to assume the program. Most of these programs, which are geared for elementary or secondary levels, focus on Spanish/English education. However, some also serve the Navajo, Apache, Keresan, Towa, and/or Tiwa cultures. Names of members of the New Mexico Board of Education, Department of Education, and Office of Bilingual Education are provided. (MM)
DT 800825
CP N
GV State

AN 005222
TI Cradle Board and Infant Care: Lesson Plans and Activities.
YR (month/year) 79
AU Clute, Myron; Edwards, Helen; Garrow, Marlene; Jock, Christina; Garrow, Sarah, ill.; LaFrance, Ronald, dir.
IN Salmon River School District, Ft. Covington, N.Y. Mohawk Language Consortium.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; New York
IS C
LG English
PT 052
AV Mohawk Language Consortium, Salmon River Central School, Fort Covington, New York 12937
NT 15 leaves.
DE *American Indian Culture; *Infants; Elementary Education; *Cultural Activities; Cultural Differences; Cultural Education; American Indians; Child Rearing; *Lesson Plans; *Teaching Guides
ID *Iroquois (Tribe)
LC N.2
AB This guide outlines lesson plans and activities on the subjects of American Indian infant care and the cradleboard. Each plan, designed for kindergarten through sixth grade, lists its purpose, objectives, materials, method, and evaluation. The first activity acquaints the students with the cradleboard and includes a brief quiz. In the second activity, the students each construct a cradleboard replica of their own. Illustrations and models are provided. (MM)
DT 800822
CP N

AN 005286
TI Minority Group Participation in Graduate Education.
SE Board Reports, No. 5 (Series).
YR (month/year) Jun76
IN National Board on Graduate Education, Washington, D.C. (BBB07174)
GS U.S.; District of Columbia
IS N
LG English

PT 142; 120
AV Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (ISBN 0-309-02502-8, $7.00)
NT xiii, 273 p.
DE *Minority Groups; *Graduate Study; *Educational Assessment; *Access To Education; Summative Evaluation; Educational Needs; *Enrollment Trends; Blacks; Puerto Ricans; Mexican Americans; American Indians; Equal Education; College Attendance; Females; Outcomes Of Education; Student Financial Aid; Tables (Data); Surveys; Black Colleges; *Student Recruitment
AB The National Board on Graduate Education (NBGE) prepared this survey report to assist in policy formation, program planning, and specific actions designed to reduce barriers confronting minority group members as they seek graduate education, and to develop an academic environment that will encourage the success of those who enroll. The focus is on Blacks, Puerto Ricans, Chicanos, and American Indians. Five chapters provide detailed data on: (1) patterns of minority participation, (2) barriers to participation, (3) present context of graduate education and impact on minority participation, (4) activities and concerns of graduate schools, and (5) current efforts to promote minority participation. Four major recommendations are offered for increased minority participation in higher education: (1) insure a successful match between student interests and educational goals and those of the department, (2) maintain the highest standards for the evaluation of educational achievement and the award of graduate degrees, (3) integrate minority students into the mainstream of teaching and research activities, and (4) include both tangible and intangible factors in the evaluation of minority student access and achievement. Numerous other recommendations and conclusions are provided based on the data, obtained from surveys sent to graduate schools nationwide. The report includes a supplement on the mission, status, problems, and priorities of Black graduate schools, as well as reference tables and survey forms. An extensive bibliography is appended. (Author/SI)
DT 810429
CP N

AN 005380
TI Navajo/English Bilingual-Bicultural Education: An Evaluation.
YR (month/year) 77
AU Turk, Toni R.
GS U.S.; Utah
IS N
LG English
PT 041; 142; 143
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 78-4912, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT 291 p.
Ed. D. Dissertation, Brigham Young University.
DE *American Indian Education; *Navajo; *Program Evaluation; *Educational Attitudes; Teacher Attitudes; Administrator Attitudes; *Bilingual Education; Elementary Education; Multicultural Education; Anglo Americans; Academic Achievement; Community Attitudes; Achievement Gains
ID *Bilingual Programs; Utah; Comprehensive Tests Of Basic Skills
AB Navajo-English bilingual bicultural education programs in San Juan School District, Utah were examined in an effort to determine: (1) teachers', aides', and administrators' attitudes toward the programs,

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and (2) the effects of the bilingual instruction on student achievement. Questionnaires were developed to measure the attitudes of nonstudent program participants toward the programs and toward the concept of bilingual bicultural education in general. The Comprehensive Tests of Basic Skills were used to assess students' academic achievement gains. Responses to the questionnaire indicated that a majority of the full Navajo teachers and aides felt that if a bilingual bicultural program were to be part of the curriculum, it should be required for all students, including Anglo-Americans; non-Indian teachers and aides did not agree. In general, principals, school personnel, and the Anglo-American and Navajo communities supported the bilingual programs. Overall test results showed the Navajo students to be below the normally expected grade gain in the areas of reading and language, while their performance in mathematics, social studies, science, and reference skills was normal. Approximately 40 references are cited. (JG)

DT 810511
CP Y

AN 005470
TI Development of Native American Curriculum.
YR (month/year) 79
AU LaFrance, Joan; Starkman, Neal; Brescia, William; Pederson, Karleen
IN United Indians of All Tribes Foundation, Seattle, Wash. (BBB17258)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS N
LG English
PT 055
AV Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Indian Cultural-Educational Center, Discovery Park, P.O. Box 99253, Seattle, Washington 98199 ($2.50)
NT 22 p.
DE *Curriculum Development; *Curriculum Evaluation; *American Indian Education; Evaluation Criteria; Instructional Materials; Community Involvement; Meetings; Educational Objectives; American Indians; *Curriculum Guides; Material Development
AB The process described in this booklet is intended to serve as a guide to developing Native American curriculum. After defining "curriculum" in detail and describing types of curriculum materials and how to obtain them, a curriculum-developing process is described, involving five major steps: (1) involving the community, (2) defining and describing curriculum objectives, (3) incorporating academic skills into lessons with Native American content, (4) evaluating instructional materials, and (5) disseminating the curriculum to the school system. The booklet provides a checklist for curriculum development as well as tips on holding public meetings and presenting objectives. (MM)
DT 800821
CP N

AN 005676
ER 121096
TI Proceedings of the Inter-American Conference on Bilingual Education (First, Mexico City, November 20-22, 1974).
YR (month/year) 75
AU Troike, Rudolph C., ed.; Modiano, Nancy, ed.

IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; District of Columbia
IS N
LG English; Spanish
PT 021; 070; 141
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 872-041-0, $12.00); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($22.09, microfiche $0.83, ED121096)
NT vii, 401 p.
For individual papers, see BE005677-5703.
DE *Bilingual Education; Bilingual Teachers; *Second Language Instruction; *Material Development; *Program Design; American Indian Education; American Indians; Biculturalism; Bilingualism; *Language Research; Second Language Learning; Spanish Speaking; Teacher Education; *Teaching Models; International Education; Educational Objectives; Program Descriptions; Program Evaluation; Personnel Evaluation; English (Second Language); Anthropological Linguistics; Sociolinguistics
ID Council On Anthropology And Education; Peru; Mexico; Canada; Rock Point Experimental School
LC A.1.1; A.2.5; L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0
AB The Center for Applied Linguistics and the Council on Anthropology and Education organized the First Inter-American Conference on Bilingual Education, held in Mexico City in November 1974. The conference was organized around six topic areas: (1) program goals and models for bilingual education, (2) teaching the second language, (3) teaching in the mother tongue, (4) development of materials, (5) personnel matters, and (6) research needs and findings. Papers reviewed current trends in second language teaching, which are moving toward a communicative base; and discussed program goals for both transitional-national integregation models and native literacy-maintenance models. The lack of unequivocal research evidence for the value of bilingual education was recognized and the need for careful evaluation noted. Papers written in English include Spanish abstracts, and papers in Spanish are summarized in English. (Author/SI)
DT 801119
CP Y

AN 005682
TI Bilingual Education in the Navajo Nation.
YR (month/year) 75
AU Platero, Dillon
IS N
LG English
PT 120; 150; 070
AV Not available separately. See BE005676, Proceedings of the First Inter-American Conference on Bilingual Education, available from Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 872-041-0, $12.00); and ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($22.09, microfiche $0.83, ED121096)
NT p. 54-61.
DE Bilingual Education; Navajo; *American Indian Education; Ethnic Groups; *Summative Evaluation; Elementary Secondary Education; *Educational History; Educational Policy; Government Role; Federal Indian Relationship; *Educationally Disadvantaged; Federal Programs; Parent Participation; *Needs Assessment

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ID *Navajo (Nation)
LC R.3.3
AB The education of the Navajo people over the last 100 years has failed to keep up with the basic needs of the tribe. The average Navajo today has had only 3.9 years of formal education. This paper briefly discusses the reasons for the low level of educational achievement among Navajos and presents three major concerns: (1) the need for a unified educational system, (2) the inclusion of parent participation in education, and (3) the incorporation of bilingual education into Navajo schooling. (SI)
DT 801119
CP Y

AN 005693
TI Adaptación de los libros de texto al medio indígena (Adapting Text Books for the Indian Community).
YR (month/year) 75
AU Hernández, Luis Modesto
IS N
LG Spanish
PT 070; 150; 142
AV Not available separately. See BE005676, Proceedings of the First Inter-American Conference on Bilingual Education, available from Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 872-041-0, $12.00); and ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($22.09, microfiche $0.83, ED121096)
NT p. 193-206.
DE *Textbook Preparation; American Indians; Mexicans; Program Descriptions; Textbook Evaluation; *Material Development; Educational Objectives; Instructional Materials; *Indigenous Populations; *Native Language Instruction; Language Of Instruction; Multicultural Textbooks; Cultural Awareness; Elementary Secondary Education; Teacher Developed Materials; Bilingual Teachers
ID *Mexico
LC A.2.5.6
AB It was not until 1964 that any official thought was given to developing educational programs based on native languages in Mexico. The National Technical Advisory Council on Education prepared plans, programs, textbooks, and other materials, but failed to take into consideration the sociocultural and linguistic characteristics of Mexico's many indigenous groups. Thus, the personnel of the National Service of Cultural Promoters and Bilingual Teachers are attempting to adapt the materials to these characteristics. This paper describes a program for teaching reading and writing to first-year students, and outlines the objectives to be achieved, both in the language area and in the area of social and cultural consciousness. Bilingual bicultural education is considered the most effective means of creating a dynamic relationship between the indigenous cultures and the national culture. Eight references are cited. (Author)
DT 801001
CP Y

AN 005702
TI Using Native Instructional Patterns for Teacher Training: A Chiapas Experiment.

YR (month/year) 75
AU Modiano, Nancy
IS N
LG English
PT 070; 142; 150
AV Not available separately. See BE005676, Proceedings of the First Inter-American Conference on Bilingual Education, available from Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 872-041-0, $12.00); and ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($22.09, microfiche $0.83, ED121096)
NT p. 347-355.
DE American Indians; *Mexicans; *Teacher Education Programs; Experimental Teaching; *Experimental Programs; *Program Evaluation; Program Descriptions; Native Language Instruction; *Bilingual Teachers; Program Evaluation; Program Effectiveness; Elementary Secondary Education; Teaching Methods; Teaching Models; Indigenous Populations; *Master Teachers
ID *Mexico
LC A.2.5.6
AB A continuum of teacher performance is described and applied to a project developed in Chiapas, Mexico, which relies on the concept of the teacher as master. Program development, implementation, and administration are described and evaluated, as well as the work that remains to be done in the experimental project. The main program objective is to train as many teachers as possible. To achieve this end, a pyramid effect is employed: after a week of intensive training, the model teacher trains about 10 other carefully selected teachers, who in turn will each train about 10 others. It is concluded that, by using an approach more in line with the culture of the teachers, a more effective and equally inexpensive training system for the Indian teachers will have been created. Seven references are cited. (SI)
DT 801001
CP Y

AN 005775
TI Bilingual Education at Rock Point -- Some Early Results.
YR (month/year) [nd]
AU Rosier, Paul; Farella, Merilyn
SO TESOL Quarterly, v10 n4 p379-388 Dec 1976
LG English
PT 080; 143
NT 10 p.
DE *English (Second Language); Elementary Education; *Navajo; *Language Of Instruction; Reading Instruction; American Indian Education; Language Tests; *Reading Achievement; Student Evaluation; *Program Effectiveness; Intermediate Grades; *Native Language Instruction
ID Navajo (Nation); Bilingual Programs; *Rock Point Experimental School
LC A.1.1; R.3.3
AB A basic assumption of the bilingual program at Rock Point is that learning to read in the language one speaks will result in reading skills which will transfer to reading ability in the second language (English), as measured by achievement test scores. Critical thinking is developed through language, and cognitive development is fostered by education in the native language. Significant increases are reported in English achievement test scores of fourth and fifth grade Navajo

students who learned to read in Navajo and continued to have content instruction in Navajo while they learned English. The biliterate students at Rock Point scored significantly higher in total reading on the Stanford Achievement Test than Navajo students in monolingual Bureau of Indian Affairs schools on the Navajo reservation. The yearly rate of growth of Rock Point students was almost double that of the Bureau of Indian Education sample population. Apparently, the effects of initial literacy in Navajo are cumulative. Rock Point's bilingual-biliterate program demonstrates that instruction in Navajo is both practical and beneficial for Navajo-speaking students. (Authors)

DT 810123
CP Y

AN 005783
TI Unlearning "Indian" Stereotypes: A Teaching Unit for Elementary Teachers and Children's Librarians.
YR (month/year) 77
IN Council on Interracial Books for Children, Inc., New York, N.Y. (BBB11356)
GS U.S.; New York
IS N
LG English
PT 055; 020; 070
AV Racism and Sexism Resource Center for Educators, Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 ($3.50)
NT 48 p.
DE Elementary Education; *Ethnic Stereotypes; *Cultural Images; Role Perception; *American Indians; *Childrens Literature; Instructional Materials; Teaching Guides; *American Indian Culture; Literature Reviews; Elementary School Teachers; Media Selection; Media Research; Librarians; *Textbook Evaluation; Textbook Bias; Ethnic Groups
AB This guide presents information on stereotypic images of Native Americans in children's books and suggests strategies for helping children unlearn these stereotypes. The following types of storybooks for children under 10 years of age were examined to identify the contexts in which stereotyping of Native Americans occurs: (1) books with illustrations of children "playing Indian," both with and without references to "Indians" in the text; (2) books with animals portrayed as "Indians;" (3) books with illustrations supposedly depicting Native Americans; (4) alphabet and dictionary books; (5) counting books; and (6) hat books. Guidelines for use by illustrators, editors, publishers, and teachers in avoiding stereotypes of Native Americans are presented. Suggested classroom activities include a diagnostic activity to assess students' images of Native Americans, activities for unlearning stereotypes, and particular suggestions for activities around Thanksgiving, Columbus Day, and Washington's Birthday. Aspects of common "Indian" stereotyping which are particuarly insulting include headdresses, tipis, religion, and scalping. Approaches used by 2 teachers in counteracting "Indian" stereotypes are discussed and 10 things teachers should avoid doing in the classroom when presenting the history and heritage of Native Americans are outlined. The script for an accompanying filmstrip is presented and guidelines for class discussion of the filmstrip are included. Illustrations of headdresses used by some Native American nations and five classroom resources are included. (SC)
DT 800918
CP Y

AN 006463
TI Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide.
YR (month/year) 79
AU Ramírez, Bruce A., proj. dir.; Pages, Myrtha; Hockenberry, Cathe
IN Council for Exceptional Children, Reston, Va. (BBB11444)
SN Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. (BBB00581); Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. (FGK08380)
NO G G007701824
GS U.S.; Virginia
IS N
LG English
PT 055
AV Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (no charge; supplies are limited)
NT xviii, 108 p.
For related document, see BE006462.
DE *Special Education; *Exceptional Persons; American Indians; *Administrative Policy; *Evaluation Methods; Needs Assessment; Policy Formation; *American Indian Education; *Educational Administration
AB This guide assists State, Bureau of Indian Affairs (BIA), and tribal or Indian community controlled local educational units (Ed.U's) in analyzing their special education administrative policies. Policy statements are presented that meet the requirements of Public Law 94-142 at a minimum but also reflect the special considerations that should be undertaken when programing for Indian exceptional children. Four sections cover the analysis of policies governing special education programs and services for Indian exceptional students: (1) service delivery, (2) procedural safeguards, (3) administration, and (4) profile of Ed.U policy priorities. Each section is divided into decision areas relating to the appropriate education of Indian exceptional children. The user checks the appropriate column to indicate whether or not the agency has a policy or to indicate policy change. The priorities for change are entered under the appropriate policy area in the profile of Ed.U policy priorities. The information identified serves as a basis for special education policy development and refinement. (Author/CCM)
DT 801229
CP N

AN 006862
TI Indian Children's Books.
YR (month/year) [nd]
AU Gilliland, Hap
GS U.S.; Montana
IS N
LG English
PT 131; 120; 052
AV Montana Council for Indian Education, 517 Rimrock Road, Billings, Montana 59102 ($7.95)
NT 248 p.
DE Annotated Bibliographies; *American Indians; *American Indian Culture; Tribes; *Cultural Awareness; American Indian Languages; Reading

Materials; Elementary Secondary Education; Self Concept; *Textbook Bias; *Textbook Selection; *Textbook Evaluation

AB More than 1,650 books on American Indians and American Indian culture are included in this annotated bibliography for children. Prefacing the annotations is a chapter on the problems involved in selecting books for Indian students, such as inaccuracies in facts presented, omission of facts, and writers' attitudes. Each book was reviewed by one or more persons to determine its appropriateness for use with Indian children and the accuracies of its interpretation of Indian culture. Symbols are used to indicate how the reviewer felt about the book; opinions are expressed in some annotations. The books are listed alphabetically by title; entries also include the author, publisher, publication date, price, pagination, and age level. A later chapter lists the books according to tribe, region, and subject. An alphabetized list of the names and addresses of publishers listed in the guide is included. Two maps show the locations of various Indian tribes throughout North and South America. (Author/CCM)

DT 810210

CP N

AN 007064

TI Effects of the Behavior Analysis Model of Follow Through on Native American Participation in the Educational Process.

YR (month/year) 80

AU McLaughlin, T.F.; Cady, Moneda; Big Left Hand, Phyllis

SO Education v100 n4 p336-337 Sum 1980

IS J

LG English

PT 080; 141

NT 2 p.

DE Behavioral Science Research; *American Indian Education; Models; *Community Involvement; *Decision Making; *Policy Formation; Boards Of Education; Advisory Committees; *Educational Policy; *Program Evaluation; Parent Participation

ID *Northern Cheyenne Follow Through Project; Cheyenne (Tribe)

AB The involvement of Native Americans in the decisionmaking process with regard to the education of their youth is evaluated in light of the adoption of the Behavior Analysis Model of Follow Through by the Northern Cheyenne Tribe. The data indicate that dramatic gains have been made in the frequency and percent of decisions made by Native Americans at local and main Policy Advisory Committee meetings since the implementation of the model. Also, total school board membership for Native Americans has increased from 60 to 100 percent. (Author/SI)

DT 810622

CP Y

AN 007066

TI Perceived Problems and Sources of Help for American Indian Students.

YR (month/year) 80

AU Dauphinais, Paul; La Fromboise, Teresa; Rowe, Wayne

SO Counselor Education and Supervision, v20 n1 p37-44 Sept 1980

IS J

LG English

PT 080; 143

NT 8 p.

DE *American Indians; *Counseling Services; *Emotional Problems; *Personality Problems; *Self Concept Measures; Questionnaires; Educational Needs; Emotional Needs; Self Concept; Depression (Psychology); Fear; Cultural Differences; Secondary Education; High School Students
AB One hundred fifty American Indian and fifty non-Indian students in grades 11 and 12 were surveyed to assess self-reported problem areas and persons perceived as potential sources of help. Problems indicated by Indian students in metropolitan, rural, and boarding schools are noted, as well as those of non-Indian students. Problems likely to be discussed with counselors are largely school-related, whereas more personal concerns are discussed with a significant other person. This suggests that counselors should be aware of the particularly sensitive nature of discussing personal concerns with American Indian students. The findings are intended to increase the understanding of those concerned with training counselors for work with Indian youth. Seven references are cited. (Author/SI)
DT 810622
CP Y

AN 007237
ER ED190333
TI Ethnic Studies Guide and Resource Manual for the Carolinas.
YR (month/year) Oct79
AU Bonney, Rachel
GS U.S.; North Carolina
IS N
LG English
PT 141; 150
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC01 plus postage, ED190333)
NT 19 p.
Paper presented at the Southeastern Regional Meetings of the National Association of Interdisciplinary Studies (Boone, North Carolina, October 27, 1979).
DE Program Descriptions; *American Indian Studies; *Material Development; Educational Resources; *Cultural Background; *Curriculum Development; Elementary Education; Program Evaluation; *Models; Workshops; American Indian Culture; *Ethnic Studies
ID North Carolina; South Carolina
AB An ethnic heritage studies program was federally funded in 1977 for the development of a model curriculum unit based on Native Americans of North and South Carolina. The materials, developed at a series of workshops for educators, emphasized social science concepts of culture, cultural relativism, ethnicity, and ethnic persistance. The result was an integrated study unit enabling teachers to present Indian studies materials in connection with those subjects required by the State. The materials could be utilized without extensive research or training, and were adaptable to monocultural or multicultural study of groups other than Indians. Most of the cultural and historical materials were written and approved by members of the relevant ethnic groups. (Author/SI)
DT 810330
CP N

48
AN 007468
TI Alternative Model for Program Evaluation of Cultural Based Communities.
YR (month/year) 81
AU Tigges, Linda; Zastrow, Leona M.
SO Journal of American Indian Education, v20 n2 p4-12 Jan 1981
IS J
LG English
PT 080; 142
NT 9 p.
DE Federal Indian Relationship; *American Indian Education; Educational Policy; *Program Evaluation; *Evaluation Methods; Interviews; Program Effectiveness; Program Administration; *Federal Programs; Preschool Education; *Needs Assessment; *Self Determination; Interviews
ID New Mexico
AB An evaluation was conducted of the Headstart program at the Santa Clara Pueblo in New Mexico. The purpose of the evaluation was to determine whether the program was meeting its stated goals, whether the tribe should take over the program's administration, and what changes to make if they did so. A four-step process was employed in the development of an evaluation design. A 66-item interview form was used to measure perceptions of program success and goal achievement among parents, Headstart teachers, Bureau of Indian Affairs (BIA) teachers, and Pueblo administrators. Items referred to prekindergarten education, health and nutrition, social services, parent involvement, career development opportunities, administrative problems, and desired changes. Fifteen recommendations were made in these areas. They addressed such issues as inservice training, clear articulation of goals, and coordination among parents, teachers, and program administrators. As a result of the evaluation, tribal officials decided to continue the association with the regional BIA agency. It is concluded that the constraints-needs model employed in the evaluation was successful in tailoring the methodology to the social context. Seven references are appended. (RW)
DT 810610
CP Y

AN 007724
ER ED191621
TI Critique of Public Law 95-561 -- Field Draft.
YR (month/year) Nov79
AU Castro, Ray E.
IN Coalition of Indian Controlled School Boards, Inc., Denver, Colo. (BBB13454).
GS U.S.; Colorado
IS N
LG English
PT 120
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC01 plus postage, ED191621)
NT 7 p.
DE *American Indian Education; *Federal Legislation; Opinions; *Educational Quality; *Program Effectiveness; *Program Evaluation; Educational Objectives; State Standards; *Outcomes Of Education; Educational Legislation
ID *Public Law 95 561
AB Public Law 95-561 reflects a commitment to excellence in Indian schools, but fails to establish standards for judging such excellence. This failure is illustrated by the fact that current practices are left to

the discretion of local school boards, who also assess their programs' effectiveness. Measures of excellence are presently set by State codes and accrediting agencies, but since the major rationale behind Indian education is the encouragement of alternative learning opportunities, alternative measures of excellence must also be developed. (JD/SI)
DT 810610
CP N

AN 007871
TI Multicultural Evaluation of Some Second and Third Grade Textbook Readers -- A Survey Analysis.
YR (month/year) 81
AU Grant, Carl A.; Grant, Gloria W.
SO Journal of Negro Education, v50 n1 p63-74 1981
IS J
LG English
PT 080; 142
NT 12 p.
DE *Minority Groups; Reading Materials; Textbooks; *Textbook Bias; Textbook Content; Content Analysis; *Textbook Evaluation; *Evaluation Criteria; Middle Class Culture; *Racial Balance; Primary Education; Ethnic Stereotypes; Surveys; Textbook Standards; Ethnic Groups
AB Aspects of minority representation in three widely used primary school reading textbooks were analyzed. It was hypothesized that biased and stereotyped portrayals of minority groups could best be understood by examining the areas in which they occurred: (1) diversity, or ethnic group representation; (2) settings, including time, location, and socioeconomic class; and (3) involvement, as in character roles and the extent of those roles. A Multicultural Textbook Survey Evaluation Instrument was developed to evaluate the multicultural content of elementary reading textbooks used in the public schools. The evaluation instrument was mailed to a representative sample of 57 elementary school teachers concerning three second grade reading texts. The results of the survey showed that about 57 percent of the readers' stories featured only majority group characters, while about 30 percent were multicultural in representation and 12 featured only minorities. Story time settings were usually contemporary. Story locations were evenly distributed among urban, suburban, and rural settings, and socioeconomic status representation was predominantly middle class. Majority group characters in dominant roles were featured in about 54 percent of the stories, Blacks in about 36 percent, Hispanics in 4 percent, Asians in 3 percent, and Native Americans in 1 percent. Major implications of the study include the need to devise guidelines that will produce racially balanced materials, and the need for teachers to examine both text and pictures to insure that the story content is balanced. (RW)
DT 811006
CP Y

AN 007917
ER ED188831
TI Understanding Native Americans: Their Heritage, Skills, Contributions and Future. Final Narrative Report, Ethnic Heritage Program.
YR (month/year) 76
AU Mojado, Gwen
IN Utah Univ., Salt Lake City. (YEX90450)

50

SN Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch. (BBB16507)
NO G G007501384
GS U.S.; Utah
IS N
LG English
PT 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC06 plus postage, ED188831)
NT 147 p.
DE Ethnic Studies; American Indian Culture; *American Indian Studies; Program Evaluation; *Elementary School Teachers; *Inservice Teacher Education; Postsecondary Education; *Cultural Awareness; Teacher Role; Self Concept; Parent Teacher Cooperation; Units Of Study; Cultural Background; Program Effectiveness; *Student Teacher Relationship; *Cross Cultural Training
ID *Ethnic Heritage Studies Program; University Of Utah
AB Federal aid was granted to the University of Utah for the formation of a program to provide inservice elementary school teachers with a comprehensive background on Native Americans, their skills, contributions, lifestyle, and future. Particular emphasis was placed on the importance of: (1) teacher role and influence on Native American students; (2) support and encouragement in the development of positive self-images; (3) relationships with Indian parents; and (4) awareness of the special needs of Native American students. This narrative evaluation report describes the personnel, advisory board, consultant activities, conferences and meetings, goals, and expected results of the project. It is concluded that the program was well carried out, but that advance planning in the future should provide for more interaction with reservation Indians. Appendixes include samples of the teaching units and class outlines on Native American background and culture, noting implications for social work practice and teacher-student communication. (Author/SI)
DT 810708
CP N

AN 008116
TI Future of Indian People Rests with Their Young: An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education.
YR (month/year) Feb81
IN National Advisory Council on Indian Education, Washington, D.C. (BBB10295)
SN Office of Education (DHEW), Washington, D.C. Office of Indian Education. (BBB04990)
GS U.S.; District of Columbia
IS NX
LG English
PT 142
NT 62 p.
DE *American Indian Education; Government Role; *Agency Role; *Program Effectiveness; *Program Evaluation; *Administrative Organization; Educational Needs; Personnel Evaluation; Grants; Ethics; Budgets; Surveys
ID *Office Of Indian Education Programs
AB This study undertaken by the National Advisory Council on Indian Education (NACIE) complies with a Congressional mandate to assess

objectively the administrative and programmatic effectiveness of the Office of Indian Education (OIE) in August 1980. The goal of the study team was to identify problems currently encountered by the OIE and to submit recommendations on improvements. Thirty-seven agency staff members completed a survey, while a review was made of numerous documents; interviews were also conducted with 24 persons in positions significant to Federal administration of Indian education. Findings, recommendations, and OIE responses are made for staffing, grants review and awards, agency objectives, programmatic services, management, space, external relations, code of ethics, and budgeting. The final conclusions were as follows: (1) the credibility of the agency depends upon the effectiveness and adequacy of the management and staff; (2) NACIE will devise a process for periodic review of the agency's progress; and (3) there was little unanimity both externally and internally in the conceptualization, acceptance, and interpretation of the unique role and mission of the OIE. Appendixes include a brief history of NACIE, the study model used, the staff survey form, data sources cited, and the agenda for the NACIE study team. (Author/SI)
DT 810807
CP N
GV Federal

AN 008336
ER ED144867
TI Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.
YR (month/year) Jun77
AU Sykes, Vivian; Tricamo, Terese
IN Stanford Univ., Calif. School of Education. (CIQ82500)
SN Office of Education (DHEW), Washington, D.C. Teacher Corps. (BBB01218)
NO G OEG-G007502009
GS U.S.; California
IS N
LG English
PT 055; 132
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC03 plus postage, ED144867)
NT 51 p.
DE *Multicultural Education; Resource Materials; *Educational Resources; Field Trips; Junior High Schools; Secondary Education; Textbook Selection; *Educational Facilities; *Information Sources; Human Resources; Professional Associations; Mass Media; Popular Culture; Blacks; Asian Americans; American Indians; Mexican Americans; Jews; Greek Americans; Ethnic Groups
ID California (San Francisco); *San Francisco Bay Area
AB The emphasis in this guide to multicultural resources in the San Francisco Bay Area is largely upon minority ethnic groups such as blacks, Native Americans, Mexican Americans, and Asian Americans, Jews, and Greek Americans. It was designed primarily for junior high school teachers, but the activities and materials described can be adapted to all age levels. Listings include field trips, books and publications, media, educational facilities, organizations, and human resources. Appended are suggestions for the evaluation and selection of multicultural materials. (Author/SI)
DT 810825
CP N

52

AN 008470
TI American Indian Languages.
YR (month/year) 81
AU Leap, William L.
IS N
LG English
PT 141
AV Not available separately. See Language in the USA (BE008468), available from the Cambridge University Press, 32 East 57th Street, New York, New York 10022 (ISBN 0-521-29834-2)
NT p. 116-144.
DE *American Indian Languages: *Language Classification; *Language Maintenance; *Self Determination; Language Of Instruction; American Indian Culture; American Indian Education; *Language Usage; Diachronic Linguistics; Contrastive Linguistics; Cultural Influences; *Educational Strategies; Government Role
ID Bilingual Programs; Tribally Controlled Education
AB There are currently 206 distinct Indian languages used within American Indian communities throughout the United States. This paper briefly describes 18 Indian language families, among them Eskimo-Aleut, Athabascan, Siouan, Iroquoian, Algonquian, Penutian, Hokan, Uto-Aztecan, Muskogean, Caddoan, Zuni, and Keresan. The vast diversity of the languages, even within families, makes it difficult to generalize about their linguistic characteristics. However, it is evident that Indian languages are both part of and an expression of Indian cultural tradition. Forced assimilation of American Indians into the larger society by modernization and certain legislative acts has had a massive impact on ancestral language maintenance. However, recent efforts toward language maintenance are emerging through the implementation of Indian bilingual programs, both in tribally controlled schools and in Federally funded programs. The following steps may be useful in implementing a wide-scale language maintenance effort in American Indian education: (1) basic language research, (2) development of a functional writing system, (3) staff training, (4) instructional materials development, and (5) evaluation. Program approaches to language maintenance are described, including the San Juan Pueblo day school in New Mexico and the Oneida Language Project in Wisconsin. American Indians, in taking responsibility for schooling their children, are emphasizing both language and cultural maintenance. But what was once regarded as a normal part of community life now requires special, formalized community efforts and intensified tribal commitments to obtain. Thus, the success of current Indian struggles for language maintenance depends on the extent to which such efforts are able to formalize what had previously been automatic and spontaneous cultural activities. Suggestions for further reading and tables of Indian mother tongue usage by sex and age are provided. (SI)
DT 810915
CP Y

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